

DOCUMENT RESUME

ED 192 915

PS 011 740

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TITLE Family Day Care Classroom Training Guide.
INSTITUTION Fairfax County Office for Children, Va.
PUB DATE [80]
NOTE 82p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Child Caregivers; Child Development; Course
Descriptions: *Family Day Care; First Aid; Inservice
Education; Learning; Observation; *Organization;
Parent Participation; *Training

ABSTRACT

This training guide describes a 40-hour course for family day care providers. The course is designed to be given in 14 sessions to approximately 15 persons who voluntarily meet twice a week for 2 1/2 hours. A child care program for children aged 0 to 5 years located at the training site meets the need of working providers for alternate care while they attend training sessions. The program also demonstrates exemplary child care activities and aspects of good child care such as room arrangement, material selection and adult/child interaction. Topics discussed and explored in the training guide include organizing a day care home; working with parents; social, physical and emotional development; language; discipline; learning; learning activities; first aid; and observation skills. At least five additional hours are spent outside class doing individual observations and first aid programmed instruction. Sessions are organized around a statement of purpose, small group and/or individual exercises, a discussion, small group activities and follow up discussions. Central points to be emphasized by the trainer are indicated. Handouts and illustrative forms are frequently included. (Author/RH)

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FAMILY DAY CARE Classroom Training Guide

Fairfax County Office for Children

PS 011740

*This project was financed by funding through the
Northern Virginia Manpower Consortium.
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Acknowledgments

Child Development and Personality, Mussen, Conger, Kagan (Harper & Row, Publishers)
Childhood and Society, Erik H. Erikson (Norton)
P.E.T. Parent Effectiveness Training, Dr. Thomas Gordon (Plume Books)
Values Clarification, Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum (Hart)
The First Three Years of Life, Burton White (Prentice Hall)
The Magic Years, Selma H. Fraiberg (Scribners)
Understanding Piaget, Mary Ann Spencer Pulos (Harper & Row)
"The Acquisition of Language" (article in Scientific American), Breyne Arlene Mascowitz
Developmental Characteristics Handout, Tapp Associates, Inc.
Piaget Workshop Ideas, Diane Trister Dodge

Special thanks to Hazel Shear, Carol Stuart, and Frances Gerald, Office for Children staff.

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All Learning Involves Emotional Change

Description of Course

This training guide describes a 40-hour course for family day care providers. Although day care means "center" to many people, the majority of children are cared for in private homes. In Fairfax County, there are no licensing regulations, certifications, or approvals for a provider who cares for five or fewer children. This training program is not required, but, rather, attendance is voluntary.

A group of approximately 15 providers meets twice a week for 2½ hours each morning. The class meets for 14 sessions. At least five additional hours are spent outside class doing individual observations and first aid programmed instruction.

Most providers hear about the course by word of mouth, although the course is publicized in local newspapers, newsletters and on posters. When providers call the Fairfax County Office for Children to request training, their names are added to a list of providers interested in training. About three weeks prior to training, providers are contacted by phone to register, and sent letters of information.

A typical class includes women (only four men have attended training in four years) from age 18 to 60-plus. Most, but not all, providers have children of their own. Educational backgrounds vary. A few people have not gone to school past the tenth grade. A few people have college degrees. Most have completed high school and two years or so of additional training.

A child care program for children ages birth to five is located at the training site. Working providers need alternate care for their children in order to attend training. The child care program meets this need and demonstrates aspects (room arrangement, material selection, adult/child interaction) of good child care as well.

Value of Training

"Women should work."

"Women should stay home."

"Anyone can babysit."

"Children are our first priority."

Our society has conflicting values about women, work, children and child care. It would seem, however, that day care providers have found an answer—to be home with one's own children, and to work. But the picture is still not complete. Not everyone can do child care. It requires skills. To be at home can be fulfilling in one sense, but isolating in another.

interests

work

friendships

Day care training is an effort to pull things together—to develop skills, to create awareness, to build a support group. Work, interests and friendships can all fit together. Training has great value when it helps a provider accomplish this. Training focuses on:

- Work . . . learning to care for children. A provider sets up a good environment. She has to meet children's emotional needs. She needs special skills in order to consult with parents.
- Interests . . . sharing these interests with each other and with children. If a provider is a gardener, avid reader, gourmet cook or painter, she can use her special interest as the basis for a rich daily program.
- Friendships . . . bringing providers together to form a support group. Providers meet neighbors and near-neighbors who are peer professionals. They give each other advice, help and encouragement which extends outside the classroom.

Methods of Training

The Family Day Care course is concerned with process as well as content.

Process, as a training method, encourages providers to explore their feelings about day care as a job, about themselves and their self-worth, about their own childhood experiences which affect the way they care for children.

Content involves supplying information about developmental stages, about age-appropriate behavior, about the necessary ingredients for a trusting relationship between provider and child.

Very often the line between process and content is blurred. Sometimes the course covers the same material in different ways. For example, the business forms for child care may be handed out as content, or they may be developed by the group as a process.

Modeling is one training method. The instructor attempts to model planning, acceptance of others, problem-solving, and a relaxed learning environment.

An agenda, with details about the session's topic included, serves as a model for planning. (See sample, page iii.) Careful planning by the instructor preceding each class demonstrates the importance of preparation. Hand-outs are always ready, and source books and materials are displayed as providers enter the class. Providers notice and appreciate the structure each class has, and see that structure allows for freedom of expression.

The ground rules for discussion (see page iii) model acceptance of other people and their opinions. Adults, like children, are free to change and grow only after they are accepted as they are. Therefore, no one is censored, or condemned. No one is put down for her opinion. Adults may disagree, but everyone is free to speak. Hopefully, this acceptance of others carries over into providers' dealings with children.

Training provides a model for problem-solving. Providers are encouraged not to react in anger or frustration, and not to look at any situation as hopeless, but to sit down and do mutual problem-solving. The steps for problem-solving are:

- Identify the problem.
- Brainstorm about possible solutions. (It is important to remind people that any ideas must be accepted, no matter how far out. Brainstorming doesn't work when one of the participants says of another's suggestion, "That'll never work. It's a dumb idea.")
- Agree on a solution.
- Try it.
- Look at the situation several days later. Is it working? If not, go through process again for another solution.

The steps for problem-solving are the same, whether the situation involves a small group in class solving a problem, the provider and her husband working on a day-care related problem, or the provider and a child working on a discipline problem.

Finally, training models for providers the way to establish a good learning environment. Interesting materials are present to touch and explore. Training is not passive. Providers actively participate, exploring their own thoughts, sharing ideas, bringing to class their own materials. The learning environment is informal. Each person is responsible for her own learning. Providers receive constant reinforcement as they are listened to, their ideas are used, and their progress is noted.

Many providers report that their actions are often not consistent with their beliefs. This, of course, causes conflicts within a person. In the course of each session, then, a provider is asked to examine her values, take in new information, and decide what actions she could take, so that her actions and beliefs would not be in conflict.

Session Agenda

In order to give equal time to process and content, an agenda is posted before each session. For example, when a class meets from 9:00 to 11:30, the agenda may read as follows:

9:00	Business (attendance, hand-outs, hand-ins, car pool problems)
9:15	Small group exercises (value clarification questions related to session topic)
9:30	Discussion (content)
10:30	Break
10:45	Small group activity (problem-solving, exploring issues)
11:15	Discussion (summarize content and small group work)
11:30	End of class

In this manual the descriptions of class sessions are organized to fit the agenda. **Small group exercises** always precede discussion. In these exercises, providers are asked to examine and articulate their values. **Discussion** follows, led by the instructor. The **small group activity** involves giving providers a task, a list to compile, for example, using information from the day's discussion. The hope is that providers will internalize learning when they are asked to apply information in this way.

Ground Rules for Discussion

These rules are posted and discussed.

1. Accept others. What they think is OK. Their feelings are legitimate. What they share is valuable.
2. Speak for yourself. Discuss your own ideas. It's not necessary to quote experts or authorities.
3. Avoid putdowns. Don't knock anyone, seriously or kiddingly.
4. It's OK to pass. You don't have to speak or explain why not.
5. Expect unfinished business. There is no way to tie all the knots of a discussion. This class is a beginning.
6. You are responsible for your own learning. Take what you can use, learn what you can.
7. Hold unrelated business. Discussion unrelated to the class must be held outside of class.

Course Outline

Session 1:

Organizing a Family Day Care Home

- Introductions
- Business matters
(taxes, insurance fees, licensing)
- Room arrangement
(safety, security, learning)
- Scheduling
- Babysitter or provider?

Session 2:

Working with Parents

- Parents are primary
- Identification
- Parent involvement
- Parent/provider agreement
- Working parents, guilty or not?

Session 3:

Social Development

- Basic trust
- Independence
- Self-concept
- Play

Session 5:

Language

- Language acquisition
- Facilitating language

**Sessions 7
and 8:**

Discipline

- What an adult brings to a situation
- What a child brings
- Ways to avoid discipline problems
- Ways to cope with conflict

Session 10:

Learning Activities

- Exploring materials
- Creating projects

Session 13:

Observations

- Observation visits
- Job interests

Session 4:

Emotional Development

- Attachment
- Separation
- Fears
- Feelings
- Active listening

Session 6:

Physical Development

- Creative movement
- Individual differences
- Stages of development
- Rest, nutrition, exercise

Session 9:

How Children Learn

- Stages of cognitive development
- Learning tasks
- Conditions for learning

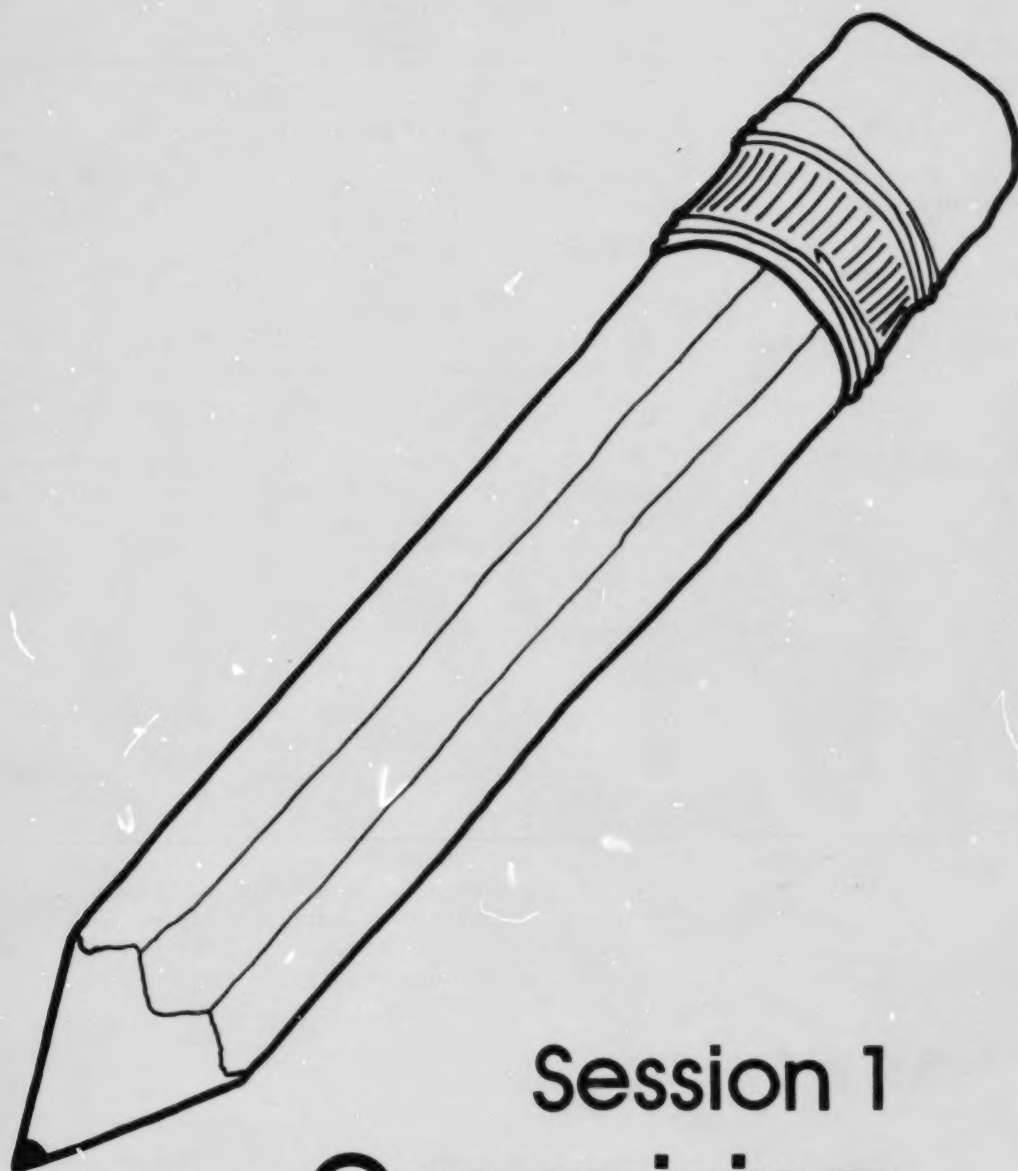
**Sessions 11
and 12:**

First Aid

- Review books
- Practice sessions:
Bleeding
Breathing
Broken bones
Rescue

Session 14:

Review



Session 1
**Organizing
a Day Care Home**

Session 1

Organizing the Day Care Home

The purpose of this class is:

To talk about

Legal requirements

A safe home

A secure, loving environment

A stimulating learning environment

Scheduling

So that providers will

Operate within the laws

Protect children from physical hazards

Help children feel that they belong

Provide children with age-appropriate learning tasks

Plan each day's activities

SMALL GROUP EXERCISE

or

INDIVIDUAL EXERCISE

■ In groups of four or five, providers introduce each other. They exchange names, information about where they live and how many children they care for. They are also asked to finish this sentence: "My favorite room in my house is..."

■ Each provider makes a giant name tag. Give each person a large 2' x 3' piece of newsprint and some crayons. The name goes in the middle, and the answers to any four provocative questions in the corners. Here's an example:

Family day care is important because:	One thing I like about myself is:
NAME	
If I had \$10, I would buy:	Three things I like to do with children:

Note: One important thing to remember about small group activity is that *the instructor must always take part*. Even though the instructor may be tired of a certain exercise, or feel that it is too gimmicky, providers may be exploring an idea for the first time and find the activity interesting and meaningful.



DISCUSSION

Legal Requirements

Points to make:

- Legal requirements for people doing family day care include:
 - **Taxes.** Providers are required to pay federal and state taxes on their income. They are entitled to all the deductions any self-employed person doing business in the home can take. They'll need to keep accurate records and receipts in order to claim these deductions. Since this information is very detailed and subject to change, this manual will not cover it. The course instructor should be familiar with current laws and regulations about taxes.

- **Insurance.** Providers do need some kind of liability insurance. Sometimes it is possible to get riders on their regular homeowner's policies. In our area the Providers' Association, made up of people who completed training, have a group policy. Insurance is not required, but recommended.
- **Licensing.** Providers need to be aware of the licensing requirements in their area. Again, this information differs from place to place and changes from time to time. The instructor should have this information.
- **Fees.** Unless the fees are paid by Social Services, the rates can be anything agreed upon by parents and providers. The class usually wants to get an idea about what is being charged for what age ranges and for how many hours. It may be useful to compute an average hourly rate so that providers can decide what is fair to charge. Rather than picking a figure out of a hat, providers should be encouraged to keep a record of their average weekly expenses in child care, add to that a decent weekly wage for themselves, and use that sum. Sometimes class time is used to do this computation. Ask each provider to keep a record of a week's worth of food, paper products, toys and equipment, gasoline, or whatever money they spend on the children. Providers look at each person's figures, compute averages, and thus find average weekly costs.

Parents need to decide ahead of time how to charge parents-hourly, weekly, or monthly—whether to charge extra when parents are late. They also need to discuss when they can raise or lower rates, and under what circumstances.

Providers need to keep accurate records. Attendance forms, parent/provider contracts, and emergency permission slips are essential.

Room Arrangement (Safety)

- Providers should check to make sure the home is safe. Ask providers to name trouble spots in a house. Electrical outlets, extension cords, stairways, loose rugs, sharp-cornered furniture, cleaners under the sink—all are potential hazards. In each case, discuss what steps can be taken to eliminate that hazard now.
 - Put caps on electrical outlets.
 - Push a sharp-cornered or easily-tipped piece of furniture against a wall out of the way.
 - Keep all poisons, cleaners and medicines completely out of children's reach.
 - Never leave children alone in a bathtub.
 - Keep floor clean.
 - Make sure outdoor area is free of glass and rusty nails.
- Providers should have the following emergency numbers posted by the telephone:
 - Rescue squad
 - Fire department
 - Police department
 - Hospital emergency
 - Poison control
 - Parents' work numbers
 - Doctors' numbers

Room Arrangement (Security)

- A provider should have medical information and an emergency permission slip on hand for each child in her care. Emergency treatment cannot be given without parents' presence unless the child has an emergency permission slip. Providers should have these slips in their purses on outings, rather than filed away at home.

- A day care home should help a child feel secure and comfortable. Go back to the opening exercise and ask providers to recall, "What is your favorite room in your home?"

"The kitchen."

Ask why.

"Well, it's bright and cheerful and there's always something happening."

"You like your bedroom best."

Again, "Why?"

"Well, it's always tidy at least. It's quiet and I can be alone."

- Day care children have these same needs. They want to be where the action is. They sometimes want to be quiet and alone.

Does the provider's home give children these choices? Are the kids comfortable in the day care home? Is there a soft-squishy place where they can sit and look at a book? Is there a place near the sink where they can paint and be messy? Do they really feel "at home" while they're in day care?

- It is important for day care children to feel that they belong. They are not guests in a provider's home. They are part of an extended family. They should have freedoms and responsibilities any family member would have.

- Children should have access to most, if not all, of the house. Suppose a woman is taking care of three children and they remain in one room of the house all day. The room is well-equipped. Lunch and snacks are brought in. Is this family day care? No. Family day care means children are treated as family, not relegated to one part of the house.

- Each child needs one special spot, a box or bin for his own things. His art projects, mittens, boots, special toy from home, can be kept here. A child needs to know "This place is mine. These things are mine." This will make end-of-day pickup less confusing. Parents won't have to help children look for boots, books and missing gloves.

Room Arrangement (Learning Environment)

- Children should be able to reach toys and supplies themselves. Some shelving and storage spaces are necessary. Storage space can be home-made and makeshift. The materials need to have some order and children need to reach them. Balls, pull toys or odd-shaped hard-to-shelve items can be kept in laundry baskets. Things should be labeled and classified so that children can help clean up and put away.

- Some of the furniture should be child-sized. Again, this can be makeshift. An old kitchen table with legs sawed off is perfect for small children.

- Our child care program is set up as open space with five or more centers of interest. There is a "wet" area for paints or water play, a table-toy area, a dress-up area, a science table, and so on. Ask providers how they might adapt some of these ideas for their homes. Isn't the kitchen a natural "wet" area for painting, water play or even cooking? Well, then, could blocks be confined with perhaps tiny cars and people

in a building area? Mark it off some place out of the lanes of traffic. Use masking tape. Children can be taught to respect these boundaries. Quiet areas need to be as far as possible from active, noisy ones. The flow of traffic should also be considered. Block builders don't want people walking through their area.

- Providers need to be cautioned about taking this center approach too far. No husband should have to come home and sit in the block area! These space arrangements can be made daily and disassembled by the children before they go home. Also, stress that providers should not duplicate a complete day care center. A home is a good learning environment and a great place for children to be.

- Providers can take a few workable ideas from our program's center approach and adapt them for home use. Children are certainly happier when they can be busy, choosing toys and activities. They take much better care of space and equipment when they feel a part ownership. Arranging space, and keeping it neat, should be a cooperative effort between providers and children.

Scheduling

- One thing that separates quality child care from custodial care is scheduling. This does not mean that a provider's day is planned in 15-minute intervals, introducing new activities and halting children in the middle of play. It does mean that a provider plans well enough to provide a balance of activities between quiet, peaceful times and wild, noisy ones. Children need to use their whole bodies in some kind of vigorous play; they do not need, or even want, to do this all day. Without planning, children can be allowed either to romp all day, or do quiet cutting and pasting all day, without balancing these two types of activities. Scheduling also means that day care children are included in the normal experiences of family living.

- Children feel more secure when there is some sort of routine. "We have breakfast, we clean house, we go for a walk, we hear a story, then lunch!" The schedule can be deviated from; it's just a general outline for the day.

- For some providers parent pickup time is the worst part of the day. The children either get cranky waiting, or get upset when parents come, and cry about having to go. Good planning can eliminate this problem. If waiting gets to be too much, maybe children are warned too far ahead, getting ready and having nothing to do. If children are involved in favorite outdoor games, it may be hard to be interrupted and have to go home. Some providers find doing something indoors, something quiet and not too fascinating; say, listening to records, makes leaving time easier.

- Not many providers have a detailed planning chart on the wall. Nor should they. Most go to sleep at night thinking "Tomorrow we'll take a walk in a new direction, gather some leaves and twigs for a collage. We'll do the collage after nap." *That's planning.*

- Work out with providers a sample daily schedule, posting it on the blackboard. It may go something like this:

Sample Daily Schedule

7:30-8:00
8:00-10:30

Greet children
Free Play

(Children can use toys, build with blocks, play with each other.)

Structured Activities

(Providers may plan a special activity for 1 to 3-year olds. Babies may be napping, watching, or busy exploring in same area. The activity may be art, music, preparing food (e.g., the snack), learning to help in some household job.

10:30

Mid-morning Snack

10:40

Outdoor Play

11:20

Cleanup before Lunch

(Toileting, diapers, washing up; children help with straightening the room.)

11:30

Lunch

11:50-2:00

Naps

2:30

Afternoon Snack

2:45-5:00

Outdoor Time

5:00-6:00

Free Play

(Reading stories, records, finger plays, dressups, etc.)

DISCUSSION

- Babysitter or Provider? Now that the beginning elements of family day care have been discussed, the class members are asked to think. Why are you doing this? Do you think it requires skills? How is what you are doing different from babysitting?

- The difference is real. A babysitter, according to most of us, is a teenager who comes into our homes on Saturday night after the children are tucked in bed and eats the refrigerator. This in no way resembles what a provider is asked to do. A provider takes a child into *her* home. Teaches him things. Comforts him. Feeds him a nutritious lunch and snacks. Performs first aid. Provides a stimulating environment. And so on.

SMALL GROUP ACTIVITY

- Small groups are asked to write a job description for a day care provider. They're reminded to include all the tasks—the glamorous ones as well as the menial ones.

DISCUSSION

Points to make:

- Looking at these job descriptions, one sees a BIG job. It is a demanding one, requiring many skills. If, suddenly one working day, all providers decided to quit, our whole country would come to a grinding halt. Providers are important. They matter very much to the families they serve. *That's* why providers don't call themselves babysitters.

- There are some positive reasons for wanting to do family day care. What are they? Providers usually list: the chance to work at home, the chance to be with one's own children, being one's own boss, feeling needed, enjoying children, and others. There are some negative aspects to family day care. What are they? This list usually includes: long hours, low pay, difficulties working with parents, problems with children's behavior, and others.

- Upcoming training will focus on preserving the many positives about day care and on coping with and trying to change the negatives.

Arranging Space

Handout — Session 1

Children need a balance of activities during the day. They need some time and space for noisy, vigorous activities and time and space for quiet and rest. If you can provide space in your home for various activities, the day should go more smoothly. Don't make your home into a day care center; just do some minimal rearranging. Let the kids help you put things away and return things to normal at the end of the day.

Busy corner	Is there a place in your home for relatively noisy, vigorous activity? Some things which might be used in this area: — large blocks (perhaps homemade ones, made out of liquor boxes, dividers left inside for strength and taped shut) — an old record player the children can operate themselves (records they can bring from home) — some homemade musical instruments — a large cardboard box with both ends cut out for a tunnel — an old blanket to make a private tent or fort — a cooking center, a small table and chairs, real pots and pans, muffin tins — puppets and a box theatre — a homemade punching bag																				
Space for games	Does your home have a separate space, perhaps a coffee table at the end of a hall, for quieter, more controlled activities? Some things you might have in this space: — a doll house — a flannel board — some puzzles — some table games (Monopoly, Payday, etc.)																				
Reading area	Can you provide a spot, away from the TV, for quiet reading? A cozy, enclosed space, perhaps a corner of a room surrounded by shelving, is excellent for reading. An old area rug on the floor is nice, and a huge, homemade pillow makes the area comfortable and special. Just stock this corner with some old favorite books, and occasional books and magazines from the public library.																				
Leave me alone	Every day care home needs a "leave me alone" corner. This is just an out-of-the-way spot where a child can go and be by himself, no questions asked.																				
My stuff	Day care children appreciate having a space somewhere for their personal belongings. This could mean a hook on the wall for jackets, a spot on the floor marked with masking tape for shoes or books, or a cubby, made perhaps from an ice cream container, a cardboard box, or a plastic dishpan. Any space like this should be labeled with the child's name.																				
Crafts	A provider can create a good craft space. This should be near a sink. A table and the floor as well, can be completely covered by newspaper. Then children can create art projects of their own. Some things which are good to work with: <table><tr><td>pencils</td><td>string</td></tr><tr><td>crayons</td><td>old socks</td></tr><tr><td>paints</td><td>paper bags</td></tr><tr><td>felt-tip pens</td><td>magazines</td></tr><tr><td>newsprint</td><td>popsicle sticks</td></tr><tr><td>construction paper</td><td>egg cartons</td></tr><tr><td>cardboard</td><td></td></tr><tr><td>aluminum foil</td><td></td></tr><tr><td>waxed paper</td><td></td></tr><tr><td>yarn</td><td></td></tr></table> This list is endless. You and the children can become scrounge artists and build up a supply of materials. Then you are ready for rainy days.	pencils	string	crayons	old socks	paints	paper bags	felt-tip pens	magazines	newsprint	popsicle sticks	construction paper	egg cartons	cardboard		aluminum foil		waxed paper		yarn	
pencils	string																				
crayons	old socks																				
paints	paper bags																				
felt-tip pens	magazines																				
newsprint	popsicle sticks																				
construction paper	egg cartons																				
cardboard																					
aluminum foil																					
waxed paper																					
yarn																					

Dress up

There are many more ideas for special-use places in your home. You and your group of children might find space in a hall closet, for example, for a permanent dress-up center. Include old hats and shoes as well as clothes. Ask parents to contribute items for dress up.

Woodworking

If you're very lucky and have access to a garage, basement, or big kitchen area, you might be interested in establishing a woodworking center for older, after-school kids. This might include:

- 2' × 2' board covered with old carpeting to muffle noise;
- real tools such as hammers, nails, sandpaper, wire, screwdrivers and screws;
- soft wood scraps, pine is best;
- styrofoam and cardboard, sponge pieces, straws, pegboard.

Is there a space in your home that children particularly enjoy using? Is there some item, good for crafts or homemade toys, that you get free? Share these ideas with your classmates.

FAIRFAX HOSPITAL ASSOCIATION
EMERGENCY TREATMENT FORM

I, _____, hereby authorize any physician member of
(parent or guardian)
the Department of Emergency Medicine of *Commonwealth Doctors Hospital, The Fairfax Hospital,** or
The Mount Vernon Hospital and/or any member of the Medical Staffs of the above mentioned hospitals
requested by the Department of Emergency Medicine physician, to render medical treatment, which in
his judgment may be deemed necessary in the care of _____
(name of child or dependent)

Child's Allergies (if any) _____

Child's Dr. _____ Tele. No. _____

Family Dr. _____ Tele. No. _____

Medicines Child is Taking _____

Outstanding Medical History (ex. Diabetes, Heart Disease, etc.) _____

(Parent or Guardian)
Witness my hand and seal to the above signature this _____ day of _____, 19____.

(Notary Public)
My Commission Expires _____

All parents and guardians are responsible for maintaining this consent form as it cannot be maintained
by the hospitals.

*This includes ACCESS.

CR-1051/R-79

Handout Session 2

Parent-Provider Agreement

Child: Child's name _____ Date _____
 age _____
 Child's school _____ phone _____
 Likes _____
 Dislikes _____
 Allergies _____
 Medical Problems _____
 Any other information parent feels provider should know: _____

Parents: Parent's name(s) _____
 Address(es) _____
 Home phone(s) _____
 Work phone(s) _____
 Hours: Hours of care are from _____ to _____
 Days per week _____
 Holidays when care will not be provided _____
 The charge is _____ per _____
 Fee: When child is absent, fee _____ will, _____ will not be charged
 (parent must notify provider as soon as possible.) In case of
 holidays, fee _____ will, _____ will not be charged. In case of parent's
 vacation, fee _____ will, _____ will not be charged. In case of provider's
 vacation, fee _____ will, _____ will not be charged.
 _____ notice will be given before vacation.
 _____ weeks limit per year (parent) _____ weeks limit
 per year (provider)

Session 2

Working With Parents

Session 2

Working With Parents

The purpose of this class is:

To talk about

Parents as primary influence

Identification

Involving parents

Parent/Provider agreements

Parents' feelings of guilt

So that providers will

Support the parent/child relationship

Say positive things about parents

Help parents feel part of the child's day

Use agreements to begin stable child care arrangements

Understand and reassure parents

SMALL GROUP EXERCISE

■ In groups of 4 or 5, providers discuss these items and choose one best answer. (Items for discussion are written on the blackboard for the group to refer to.)

- The most important influence in a child's life is:

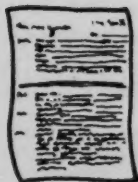
- School
- Parents
- Providers

- My role as a provider is to be:

- A substitute parent
- A teacher
- A caring adult

■ Then providers are asked to finish these sentences and discuss:

- Three words that describe someone I would leave my child with are ...
- If I were placing my own child in care, I'd be concerned about ...



DISCUSSION

Parents Are Primary

Points to make:

- Parents are the primary influences in the lives of their children. Even though providers take care of children for a major part of waking hours, the parents were with the child long before he had a provider, and the parents will be part of the child's life long after he's out of day care. This is *not* to say providers can't have an influence on the child. A provider is a very important person in a child's life. Nevertheless, a provider is not a parent substitute.
- It is very difficult to do anything for a child without involving the parents. Head Start, for example, was not nearly as successful helping children make sustained academic progress in the years before the program included plans for parent involvement.

Identification

- Children identify with their parents. Children who see their parents in a positive light, who view them as relatively happy, competent individuals, will also view themselves positively. If a daughter sees her mother as helpless, disorganized and not respected by other people, she will assume that she has her mother's negative traits. Providers need to let children know that they like and respect their parents. It is very important to say, "I'm so glad your mother brought us these supplies," or, "Your mother told me you'd like cheese sandwiches for lunch," to remind children of their parents' involvement in the child care situation.
- Sometimes providers make the mistake of complaining about parents in front of the children. "Your mother never remembers to bring your jacket." Providers need to work out problems with parents in private. They should remember that tearing down a parent in the child's eyes has the same effect as tearing down the child.

Involving Parents

- Parents need to be involved in the day care situation. Providers can ask parents to save materials for art, to bring in old clothes for dress-up. Parents need to feel that they are contributing to the child's day care experiences. One provider in our class took all her day care children to visit every parent at his or her place of work, and have lunch. Sometimes it can be arranged for children to call their parents at work. Providers certainly should remember to talk about the parents every day, to discuss with the children where parents are, what they might be doing. Providers can show an interest in the child's home life. "Sounds like you and your parents had a fun weekend."
- A trusting relationship should exist between providers and parents. There are several ways to establish and keep trust. Providers are encouraged to:
 - Talk with parents daily. Don't be constantly too busy to take time to discuss their child, how the day went, what the child is learning. Some providers complain that parents never stay to talk. Others complain that parents stay too long! The provider must make it clear to parents when they are welcome to stay and chat. Some providers designate one evening a week to stay late and talk.
 - Try to understand how parents are feeling. They may still feel guilty about leaving the child in care. They may just be tired, trying to work and manage a home life. You can be a good listener, helping them explore their feelings and problems **without judging them or telling them what to do.**
 - Guard parents' privacy. Anyone who cares for children is privy to lots of secrets. Many times providers know when parents are short of money, when their marriage is rocky, or when a new baby is coming. Providers should remember not to use this information as gossip to entertain friends.
 - Providers can serve as guides to community services. Parents sometimes need help and are unsure where to turn. Give each provider a list of community agencies and descriptions of services they offer. Providers can share this list with parents.

Parent/Provider Agreement

- Parents and providers can start out on the right foot by signing a parent/provider contract or agreement. All the details about the child care arrangement, including hours of care, fees, who is expected to supply food, diapers, etc., need to be worked out before the child is in care. Making a careful arrangement before the child is left can save parents and providers months of hassling over details.

- Some parents may feel that an agreement is unnecessary or that it is too formal. Most parents, however, are pleased that a provider is so well-organized and prepared to receive their child. A provider can remind parents that a signed agreement is not just for the purpose of detailing the parents' responsibilities; it also spells out what is required of the provider.

A woman in one of our classes said that she had once worked outside the home and had her own children in a provider's care. "My provider didn't demand much. In fact she didn't demand anything. I could leave my children there whenever I wanted to and pick them up late. I even set the fee. I thought that was great. Then one day she gave me 12 hours' notice that she was leaving for a three-week vacation. She obviously didn't feel any responsibility toward me or the kids. So, it works two ways. You can demand a lot from parents if you're going to be there and be very reliable."

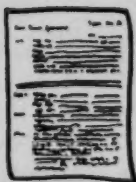
Parents Feel Guilty

- Most, if not all, working parents feel some degree of guilt about leaving their children in care. Even if they know they must work. Even if they know the children are getting excellent care. The pressures on working parents, financial and emotional, can be very great.

- Parents are often made to feel guilty. There are many forces in our society equivalent to that of the encyclopedia salesman who says, "If you love your kids, you'll buy them this \$500 set of books." Parents who legitimately cannot afford demands on their time and money are made to feel guilty. This guilt does not help them become better parents. In fact, as people feel worse about themselves, they usually do worse.

- Part of a provider's job is to reassure parents. A provider can listen to remorseful parents, and let them know she understands. Parents sometimes feel torn. A provider can reassure parents that she's giving good care, she is *really there* for the children, emotionally.

- At the same time a provider can reassure parents that she's not replacing them. Parents are the most important people in a child's life. A good provider supports that relationship.

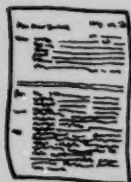


SMALL GROUP ACTIVITY

■ Providers make a list of ways to involve parents in the day care home.

■ Ask providers to discuss these situations and decide how they would respond.

- A young, relatively inexperienced, mother recognizes your competence as a provider and says, "Oh, you're much better for the baby than I am."
- You have taken your own children and your day care child to a shopping center. A passerby asks about the children. You indicate that you are caring for one little girl. The passerby says, "How can parents stand to leave such a cute little girl?"



DISCUSSION

Points to make:

- Review the suggestions small groups come up with regarding ways to involve parents. Ask providers what ideas they've tried that worked particularly well . . . an all-family potluck dinner, for example.
- What suggestions did small groups come up with to reassure the young mother? Why is it important that the provider never "take over" and assume more responsibility for a day care child?
- What can providers do to increase public awareness of day care? How can providers fight the notion that working parents are guilty?
- What about the statement, "Parents don't care"? This statement is unfair on two levels. First, different people have different ideas about what proves that parents care. The encyclopedia salesman says, "If they cared, they'd buy these books." Teachers say, "If they cared, they'd attend PTA meetings." TV commercials say, "If parents cared, they'd buy fresh Hostess cupcakes." Obviously, not all of these things are true. Secondly, it seems to be human nature that when one doesn't understand why another person behaves in a certain way, one assumes the worst possible motives. That is, parents never pick up their children on time; therefore, they don't care. Parents do care. Providers need to learn to work with parents. Assuming that "they don't care" makes further communication impossible.

Parent-Provider Agreement

Date _____

Child: Child's name _____ age _____
 Child's school _____ phone _____
 Likes _____
 Dislikes _____
 Allergies _____
 Medical problems _____
 Any other information parent feels provider should know:

Parents: Parent's name(s) _____
 Address(es) _____
 Home phone(s) _____
 Work phone(s) _____

Hours: Hours of care are from _____ to _____
 Days per week _____
 Holidays when care will not be provided _____

Fee: The charge is _____ per _____
 When child is absent, fee will, _____ will not _____ be charged (parent must notify provider as soon as possible). In case of holidays, fee will, _____ will not _____ be charged. In case of parent's vacation, fee will, _____ will not _____ be charged. In case of provider's vacation, fee will, _____ will not _____ be charged.

_____ notice must be given before vacation.

_____ weeks limit per year (parent) _____ weeks limit per year (provider)

Provider: In case of provider's illness, parents must be notified as soon as possible _____

(Indicate procedure, who is responsible for substitute.)

Permission _____ is, _____ is not granted for provider to take child in the car.

Pick-up: _____ are authorized to pick up
child. In case of late pick-up, _____

(Will late fee be charged; should children be served dinner?)

Meals: The provider will serve the following meals to the child:

breakfast _____
morning snack _____
lunch _____
afternoon snack _____
dinner _____

Supplies: Indicate who will furnish:

diapers _____	food _____
formula _____	toys _____
other _____	change of clothes _____

Emergency: Responsible adult (neighbor or relative) who can be contacted:

Name _____ Phone _____

Child's doctor: _____ Phone _____

Emergency permission forms are furnished by provider and must be signed by parent,
kept in provider's care. Emergency procedures parent wants followed _____

Medication: The provider can give medication only with written permission of parent and, in case of
prescribed drugs, with doctor's written order or prescription label.

Guidance: Parent and provider must discuss and agree on ways to guide behavior.

Other:

Signed: Parent signature _____

Provider signature _____

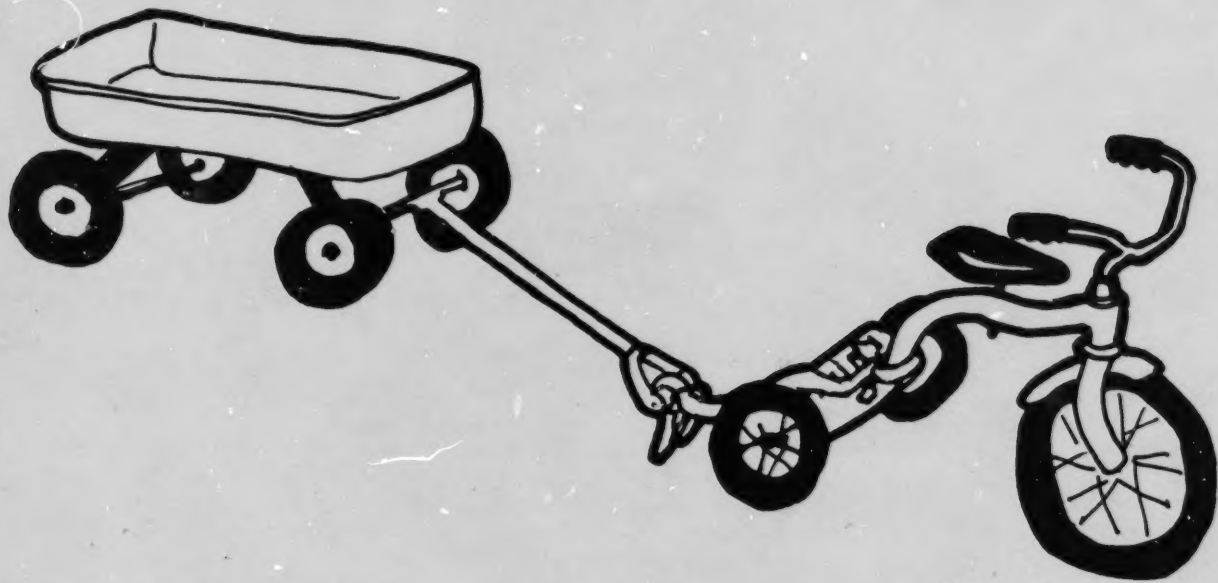
Observing and Describing Behavior

As providers, we need to observe children carefully in order to understand them better. When describing behavior to parents, we need to be factual. We should avoid labeling children, or making assumptions.

Put a + next to comments which are factual.

Put a — next to comments which are labelling, judgmental, or which make assumptions.

- _____ He fingerpainted all morning.
- _____ She's glad to see you.
- _____ He talked to me about his weekend.
- _____ He helped the smaller children get dressed.
- _____ He's very shy.
- _____ She smiled when the other children came.
- _____ He played by himself.
- _____ She had a two-hour nap.
- _____ He was a good boy today.
- _____ She's so greedy.
- _____ He stayed very close to me when my neighbor came over.
- _____ She played with a lot of different toys.
- _____ She stamped her feet and said, "No!"
- _____ He's a wonderful child.
- _____ He's hyperactive.
- _____ She didn't want to be left alone.
- _____ He peeled the carrots for snack.
- _____ He has a short attention span.



Session 3

Social Development

Session 3

Social Development

The purpose of this class is:

To talk about

Basic trust

Independence

Self-concept

Play

So that providers will

Help children feel secure

Help children become autonomous

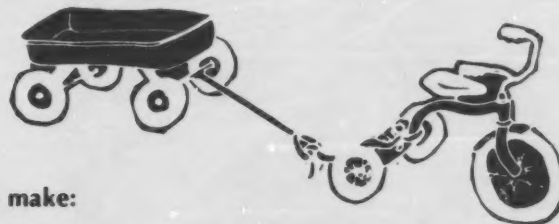
Help children feel good about themselves

Observe and appreciate the role of play in children's development

SMALL GROUP EXERCISE

■ In groups of 3 or 4, providers finish these sentences and discuss:

- I trust people who . . .
- I feel good about myself when . . .
- I feel independent when . . .
- One time I felt left out of a group was . . .



DISCUSSION

Basic Trust

Points to make:

- The first stage of social-emotional development is *basic trust*. For the first 18 months of an infant's life the parents and caregivers should concentrate on helping the child develop trust. An infant needs to feel safe, secure and connected. When she cries, someone comes. This is the way trust is established. Many people worry about "spoiling" infants. In fact, according to Burton White, author of *The First Three Years of Life*, an infant under 6 months *cannot* be spoiled.
- Older children also need to trust, to feel safe, secure and loved. Older children who are identified by adults as "spoiled" or "over-dependent" are not children who've been loved too much, but rather children who've been denied real security. Sometimes adults try to make up for a lack of security with material goods, over-indulging a child. That is perhaps what is meant by spoiling.
- Trust is established by:
 - Meeting all an infant's needs—the need for human warmth and touch as well as food and diapers.
 - Working on an intense one-to-one relationship with each child.
 - Keeping to some sort of daily schedule.
 - Preparing children for things one knows will happen (doctor's visits, separations from parents or provider, first day of school).
 - Being honest. Not saying to a child on her way to the doctor for a shot, "It won't hurt."

- Always telling a child when one is leaving (never distracting him to sneak away).
- Trying to be there when needed.
- Trusting children (as one provider said, "I trust people who trust me.")
- Keeping a child's confidences.
- Refraining from discussing the child in front of other people.

Independence

- The next stage in development is *independence*. Children do need to move out, to become autonomous. What providers need to remember is that children move out from a position of security, not from insecurity. A toddler who has established basic trust, who feels confident in his caregiver and safe in his environment, is going to begin exploring, acting on his own. A child who has not established trust, who has received inconsistent care and insufficient love, may be too fearful to move out, to become independent.

Children who receive love and reassurance are not made dependent, just the opposite. To illustrate: two women and two 3-year olds are at a playground. One child hurts her knee, goes to her caregiver who says, "You're fine, go on. Don't be a crybaby." The other child hurts her knee and runs to the other adult who says, "You're hurt. Let's see." This child is held and hugged. We have all seen this happen. The child who is being shooed away keeps crying and clinging. The one who receives comfort runs back to her play immediately.

- Providers can help children become independent by:
 - **Meeting their basic needs.** Helping them feel secure, safe and loved.
 - **Allowing them to make some choices.** A provider can say, "I have peanut butter sandwiches or vegetable soup. Which would you like?" It's safer to limit the choices. To say, "What would you like for lunch?" might lead to problems. Limit the choices to what you have and what you will allow. We can let children decide what toys they'll play with, what they'd like to do for an afternoon and what to wear.

Letting children decide what to wear is a source of friction between adults and children. Is it important to children to make this decision? Can the choices be limited so that the adult will be satisfied as well as the child? Why are adults concerned about how children look? Providers have admitted that they worry about the way a child's dress reflects on them. Understanding that this issue is a result of an adult's own ego problems helps one cope with it. If a child is clean and comfortable, and feels that he is dressed the way his peers dress, should adults insist that he dress differently?

- Providers should see that it's important when one gives a choice, to mean it. Many adults give a command and try to phrase it so that a choice is implied. As in, "Let's have a nap now, okay?" Does the adult mean it's naptime if the child agrees? Usually not. If the adult means "it's naptime," she should say so. Adults can learn to give a firm command when necessary and not to apologize for it. There are few instances when a command is necessary, however. Many times a child can be given a choice. If a child is given a choice, the

child's choice should prevail. Again, many adults seem to give a choice, the child chooses, and then the adult says, "Are you sure?" or "I don't think that's wise." It's not fair to extend a choice, and take it back. Better not to give a choice in the first place.

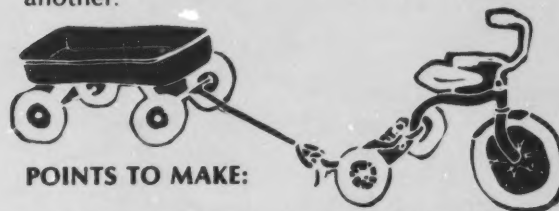
- **Allowing children to do for themselves everything that they are able to do.** It takes much more time to wait for a 3-year old to button her sweater but it is worth the wait. Dressing themselves, getting their own drinks, putting away toys, spreading their own peanut butter on their own sandwiches—all are tasks preschoolers are working on. When one says to a child, "Wait, let me do it," the child is frustrated in her desire for independence.
- **Helping children to be useful members of the day care family.** Children need to feel that they are very important to the daily life of the day care home. This does not mean giving them frivolous tasks. "You can take out trash on Tuesdays," but rather making them responsible for major daily tasks.

One of the problems with modern American childhood is that children don't feel useful. Not so many years ago children were an economic asset; they were needed to carry part of the workload of family farms and businesses. Now children are an economic liability. Everyone is aware of the tremendous costs of raising a child. What effect does this have on a child, on his self-concept?

Erik Erikson tells the story of a Cheyenne Indian family in *Childhood and Society*. The very young Indian boy shoots a bird with his tiny bow and arrow. The mother accepts the bird with gravity and serves it for dinner. This child has provided the family with food and he is already respected for doing so. Can our children have a similar experience? Probably not. In most cases our children can't even walk to the grocery store to buy food because of distances and traffic. How, then, are they going to get this feeling of satisfaction, of being essential to the family?

Film

The first reel of a 3-reel film based on Erik Erikson's theory of the eight stages of man, *Everyone Rides a Carousel*, describes the stages of trust and independence. This film has wonderfully realistic sound effects. It is in cartoon form. The film is used to reiterate that children do move through stages in social development and that one stage depends on another.



POINTS TO MAKE:

DISCUSSION

Self-concept

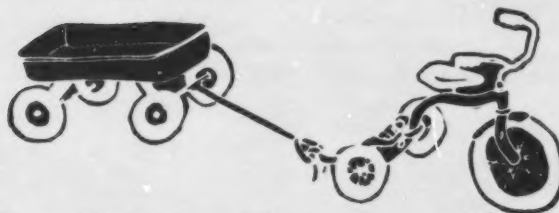
- Self-concept is learned. A child who is loved and accepted by others feels good about himself. He knows that he is a "good kid." A child who is constantly nagged and corrected, "You're so clumsy! You're so slow," feels that he is clumsy and slow. Providers should try to give children positive information about themselves. The way others feel about you does determine how you feel about yourself.
- A good self-concept is promoted by:
 - Encouraging and praising children where appropriate.
 - Refraining from giving children negative comments. "That's not right. What's the matter with you?"

- Giving children opportunities to be successful. Providers can refer to their answers to the opening small-group exercise, "I feel good about myself when . . ." Many of these responses concern success experiences: "I feel good about myself when I finish a job, when I learn something new, when the house is clean." Are we giving children jobs where they can be successful? Are we giving them age-appropriate learning tasks?
- Showing an interest in children, how they think, what their likes and dislikes are. "Tell me about your weekend. What did you think of that book?"
- Doing child-oriented activities to give them chances to talk about themselves and express their feelings. Self-portraits, body outlines on large sheets of paper, personal scrapbooks are examples of activities which promote good self-concept.

PLAY

• One of the most important ways that a child develops socially is through play. In play, children practice taking on social roles. They try to make sense of the world by acting out events. There are stages of play. We cannot expect very young children to play together cooperatively, sharing toys and taking turns. The developmental stages of plays are:

- **Solitary play.** At this first stage, a child does not play with other children. He treats other children as interesting objects, to poke at or pat.
- **Onlooker play.** At this stage, a child is interested in watching other children play.
- **Parallel play.** Children play next to one another, glad of the company. Their play is unrelated and they do not share.
- **Associative play.** Children are all doing the same thing, but there is no exchange between them. For example, we sometimes see three or four 2½-year olds all talking on plastic telephones. They seem to be playing together. In reality, each is involved in her own conversation.
- **Cooperative play.** Children are three and older before they engage in cooperative play. Children in this stage make plans for play and decide on roles.

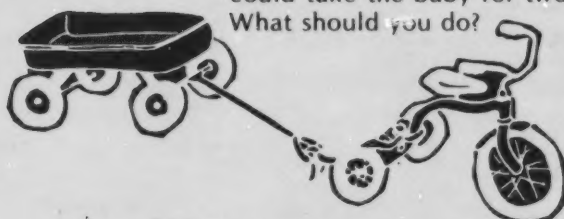


SMALL GROUP ACTIVITY

■ In groups of four or five, providers are asked to respond to these situations, using information from this session:

- A parent is leaving his child in your day care home for the first time. The child is initially upset, but starts to play with some dough. The father says, "She's busy now. I'll just sneak out so she won't notice."
- A 4-year old is having lots of difficulty pulling on his boots. You're in a big hurry. He says, "Let me do it."
- A 7-year old in your care is destructive. From his conversation you gather that his self-image is poor. What do you do?

- A parent says to you, "I wish my daughter would learn to share." The child is two. What would you say?
- A mother asks you to provide care for her 4-month old infant. You could take the baby for two months but know you'll be moving. What should you do?



DISCUSSION

Points to make summarizing small group work:

- It is crucial that a child learn to trust. In the case of the parent who sneaks away, what message is the child getting? How did the group decide to handle this? Can a provider educate parents without threatening their role as parents?
- The 4-month old infant also needs to learn trust. It is important not to take the infant. Impress upon the mother the importance of finding someone who'll stay with the infant; someone the infant can attach to.
- Children seem to get two messages from adults about independence. One is, "Go ahead," the other is "Let me do it." Do adults really reward independent behavior?
- Find out if there was consensus in the small groups about ways to help the child who is destructive. Being critical obviously would not help. A child who feels good about himself is not a behavior problem. How could a provider help this child feel better about himself?
- Two-year olds obviously do not share. What happens when they are forced to do so? It is better to have three of one item than three different items when caring for toddlers. The parent can be reassured her daughter's reluctance to share is normal and healthy.
- Social development occurs in stages. Children have many social skills to learn: how to play with one another, how to share, how to get an adult's attention. Meeting basic needs, and having realistic expectations for children, helps them grow and develop socially. A family day care home, with its small group and homelike atmosphere, is an optimum environment for social development to occur.

Developmental Stages in Social and Emotional Growth According to Erik Erikson

Approximate Ages	Stage	Description
Birth to 1½ yrs.	TRUST	The child is acquiring a sense of trust, while overcoming a sense of mistrust. When the child learns he can trust himself, his caregivers, his environment, he can go about his job of learning and exploring.
18 mos. to 4 yrs.	INDEPENDENCE	The child is acquiring a sense of autonomy, or independence, while overcoming a sense of shame and doubt. The child is discovering what he can do, climb, talk, say "no." Once he knows he is "somebody," he can go on to other things.
4 to 6 yrs.	INITIATIVE	The child is acquiring a sense of initiative, "I have a wonderful idea." He is overcoming a sense of guilt, "I'm a rotten kid." The child is asking lots of questions. He needs to try things out.
6 to 12 yrs.	INDUSTRY	The child is acquiring a sense of industry, "I can do things," while overcoming feelings of inferiority. He's learning to ride a bike, to read, to write. He needs to feel good inside in order to accomplish these things.
12 to 18 yrs.	IDENTITY	The teenager has to clarify who he is, what his role in society will be. He is fighting a feeling of being lost, of having no place in society. The teenager needs to talk and explore his feelings for long hours.

Self-Concept

A good self-concept frees a child to be generous, productive, responsible. He feels that he belongs in this world, that it is a good place to be.

What builds a good self-concept?

Smiles	Encouragement
Kind words	Hugs
Listening	

What destroys a good self-concept?

Frowns	Slaps
Blaming remarks	Discouragement

A child who feels good about himself is a joy to be with. A child who feels bad about himself is labeled a "discipline problem."

As a day care provider you can:

- Give praise and physical affection
- Provide jobs and learning activities a child can feel successful doing
- Accept a child's feelings
- Teach respect for others
- Take photographs of the child
- Display child's art work

List your own ideas:



Session 4
**Emotional
Development**

Session 4

Emotional Development

The purpose of this class is:

To talk about

Attachment

Separation

Fears

Feelings

Active listening

So that providers will

Realize their responsibility to an infant

Help children cope when parents leave

Understand and reassure a fearful child

Learn to express their own feelings

Listen to children express their feelings

SMALL GROUP EXERCISE

■ In groups of four or five, providers take turns answering these questions:

- When I talk to a friend about a problem, I want her to:
 - Listen to me.
 - Tell me what to do.
 - Feel sorry for me.
- One thing I'm still afraid of is . . .
- If I could go anywhere in the world, I'd go . . .
- I would rather be the
 - oldest child
 - middle child
 - youngest child

DISCUSSION

Attachment



Points to make:

- A child during the first two years needs targets of attachment. Sometimes this caregiver, or target of attachment, is mother, father, provider, or all three. A child can and does attach to more than one person when he goes into day care. It is important that the child attach to his provider. This does not weaken the parent/child relationship. In earlier times, and in other cultures, it was perfectly natural for a baby to be cared for by a number of people, parents, grandparents, neighbors.
- It is best if a child has one provider, becomes attached, and stays with her as long as possible. Children who are shifted from one day care home to another frequently can become fearful and stop attaching to the adult. It's a case of "once burned, twice shy."
- The parent remains the primary target for attachment no matter what. Research shows that children raised in centers who have spent many, many hours in care away from parents still go to their parents, rather than the caregiver, at times of stress.
- A family day care provider does not have to love each child in her care. She should, however, have an intense relationship with each one. Sometimes providers get hung up on the idea of loving children. Some people even say, "I love my day care kids as much as I do my own." This may not be possible, or even desirable. A provider should try to treat all

the children the same way in the sense that she gives them equal amounts of time, attention and affection. She may not be able to love them all the same.

- Some children are more lovable than others. Because they are so lovable, adults gravitate toward them and shower them with attention, then they are even more lovable. What happens to the child who isn't so lucky? What about the child who is difficult to like? Adults usually stay away from that child and he gets worse. Providers need to step in and work hard to get close to that child. The object is to respect all the children and have a very intense back-and-forth relationship with each one.

Separation

- Separation anxiety is an emotional problem we all have to cope with. It is the anxiety and upset children experience when they have to leave their parents or caregiver.
- Separation anxiety first occurs in children around the age of ten months. It is most difficult for children to leave a parent between the ages of ten months and two years. Before a child experiences separation anxiety, however, he cries when a stranger is present. From eight months on a child is very fearful of strangers. These are normal reactions.

Ways providers can help children separate:

- Have the parent come into the day care home and stay as long as possible. Then, when it is time to go, the parent should say "good-bye" and leave swiftly. Prolonged good-byes are hard on both child and parent. The child should know that the parent is leaving. Under no circumstance should anyone distract the child while the parent sneaks away. This may seem like an easy way out, but the child is bound to notice and be upset later. Worse still, this destroys trust. A child will not relax and feel safe if people have a habit of sneaking out on him.
- Listen to the child express his feelings. Don't deny his loss. The provider should let him know that she understands and remind him that his mother will be back.
- The first few times the child is left, it is a good idea to make the separation time shorter. Mother said she'd be back; here she is. In this way, the child learns to trust.
- Reassure the parents that separation anxiety is normal. Let them know that providers are used to this problem, that the child will learn to separate. Tell them later how the child did during the day. After all, it's a healthy sign that an infant is attached to the parent and misses him or her. Let parents know this.

Fears

- All children have fears. This is very normal, very natural. Children are frightened by unusual events and fearful when they don't know how to respond to a situation.
- A child does not have to be exposed to any frightening stimulus to develop fears. His limited understanding of the real world and his imagination are stimulus enough. One mother was very upset that her son had nightmares. She said, "I've never read him scary fairy tales, never let him watch police or monster shows. He hasn't even seen Six Million Dollar Man!" As hard as one tries, one can't prevent children from being afraid.

- All children have a basic fear of being abandoned. It is very undermining and unfair to threaten children with, "Hurry up or I'll leave you." This threat seems innocent enough to adults, but such a threat is using a child's worst fear against him. Children who have been threatened with abandonment have a much harder time separating in a normal situation.
- A little anxiety is not only normal, it is necessary. Anxiety, or fear, is what keeps people from taking risks.
- Adults can't talk children out of their fears. Look at the things providers reported being afraid of during small group discussion. If an adult is still afraid of thunderstorms, can anyone talk her out of being afraid? Can the adult be convinced that there is no danger? Adults, as well as children, have to conquer fears on their own terms.
- Adults can listen to children and reassure them when they are afraid. Sometimes adults are concerned about removing the object of a child's fear, whether it's real or imaginary. Children get their security from parents and providers, rather than from being safe or having the object of fear removed. In World War II, some children were moved out of London to avoid the bombing. They were sent to friends and relatives in the country. Some children remained in London, with their parents, while the war raged on. One group was better able to handle their fears. One group was in better shape emotionally at the end of the war. Surprisingly, it was those who stayed with their parents. Why?

Feelings

- All feelings are legitimate. We need to let children know it's okay to feel sad, angry, or glad. There is a tendency for adults in charge of groups of children to try to calm, soothe, and in effect "flatten out" emotional reactions. One can't allow children to behave in angry, destructive ways, but one can allow them to express these feelings. By the same token, kids who are feeling exhilarated, up, happy and excited need to express this too. When feelings are bottled up, acting out behavior results.
- Temper tantrums. Some children, especially around the ages of two and four, can be very independent, frustrated, and angry. Providers should make sure they are not saying "no" too often. Unless they occur very frequently, temper tantrums can be ignored.
- Negativism. Sometimes young children are accused of being very negative. Sometimes they are. Often, though, children are just practicing "no." These protests can be ignored. And often the child is just saying no in an unsubtle way. Adults tend to react in anger and say, "Oh yes you will." Think for a minute about the husband who, when asked if he'll carry out the garbage, says, "In a minute, Honey." Doesn't this usually mean "no?" Adults have many gracious ways of saying "no" including "in a minute," "be right with you," and "I'd love to, but . . ." A young child lacks the vocabulary, the subtlety, to carry this off. He says "no" in a blatant way and adults overreact.
- Adults have feelings too. And their feelings are legitimate. It's okay to feel sad, disappointed, embarrassed. Adults don't have to be calm all the time. Providers should be able to communicate their feelings to the children in care.

- Adults need to be careful about communicating anger. Sometimes an adult can frighten a child if her anger is excessive. Besides, anger is often not the primary emotion.

For example, you and your day care children are in a shopping center. You look down and realize you're missing 5-year old Ralph. You search frantically for ten minutes and then you see him. What feelings do you express? Anger. "Ralph, where have you been! I'm never bringing you here again."

But what were you really feeling the moment you saw him? Relief. Joy. What if you said instead, "Ralph, I am so glad to see you. I was so worried." What happens when you express anger? Ralph becomes defensive. What happens when you express your real feelings? Ralph feels loved and resolves not to worry you again.

- The best way to cope with feelings is to express them. An adult can't solve a child's problems, but she can help him a great deal by listening.

Active Listening

- A technique called "active listening" is described by Thomas Gordon in *P.E.T.* The idea is that one listens to children, feeds back their feelings, and remains non-judgmental. Once children feel free to talk, to explore their own feelings, they can resolve their own problems.

- Take a familiar situation, a child comes to you and says, "Nobody likes me. They won't play with me." What would you say to the child?

(Record all the responses.)

Points to make:

- According to Gordon, typical responses to a child expressing a feeling fall into several categories. Here are some of these categories:

- Denying the problem. "Everybody likes you." Does this help? What if you, as an adult, said, "I feel lousy today" and someone else said, "Gee, you look great." Would it help? Would it stop you from feeling lousy? No. You wanted to talk about feeling lousy. The other person is denying your problem.
- Blaming the child. "Well, it's your own fault nobody likes you. You never share." Making a judgment blaming the child only makes him defensive. He is not going to confide in you only to be blamed further.
- Solving the child's problem. "Take the snack outside with you and they'll come around" This does not encourage the child to go ahead and talk about his feelings. Worse, it implies that only you can solve his problems and that he is helpless.
- Interpreting. "You must be worried about something going on at home." Being diagnosed makes one feel uncomfortable. Very often the diagnosis is wrong and the child feels misunderstood, which adds to his original problem.
- Questioning. "Who said they didn't like you? Tell me their names. Where did this happen?" To be grilled about the details causes further embarrassment. The details don't matter. A child seldom knows the facts about what happened. What does matter is the feeling the child has, and helping him talk about it.

- Threatening. "If you don't stop whining, I won't let you go outside." Obviously, this response shuts the door. The child knows you don't care what he is feeling.

• Now that one knows the wrong things to say, what's right? How can one keep the door open, go on listening to a child? Look at the list of recorded responses. Point out all the non-judgmental, listening responses. Remember that the idea is to "feed back the feeling." Some good active listening responses are:

- You seem upset.
- You think nobody likes you.
- Tell me about it.
- Go on, I'm listening.

SMALL GROUP ACTIVITY



■ Give each pair of providers a card which describes a circumstance in which a child needs to express his feelings. Each pair of providers should come up with one negative response and one positive, active listening one. These answers are shared with the group.

Sample cards:

A 6-year old working with a puzzle—"I can't do anything right."

Negative response: "You can if you want to."

Positive response: "You're discouraged with that puzzle."

A 5-year old says: "I don't want any old lunch."

Negative response: "I made it; you eat it."

Positive response: "You don't feel like having lunch."

A 4-year old at the swimming pool: "I don't want to go in the water. I'm afraid."

Negative response: "Go ahead, you'll love it."

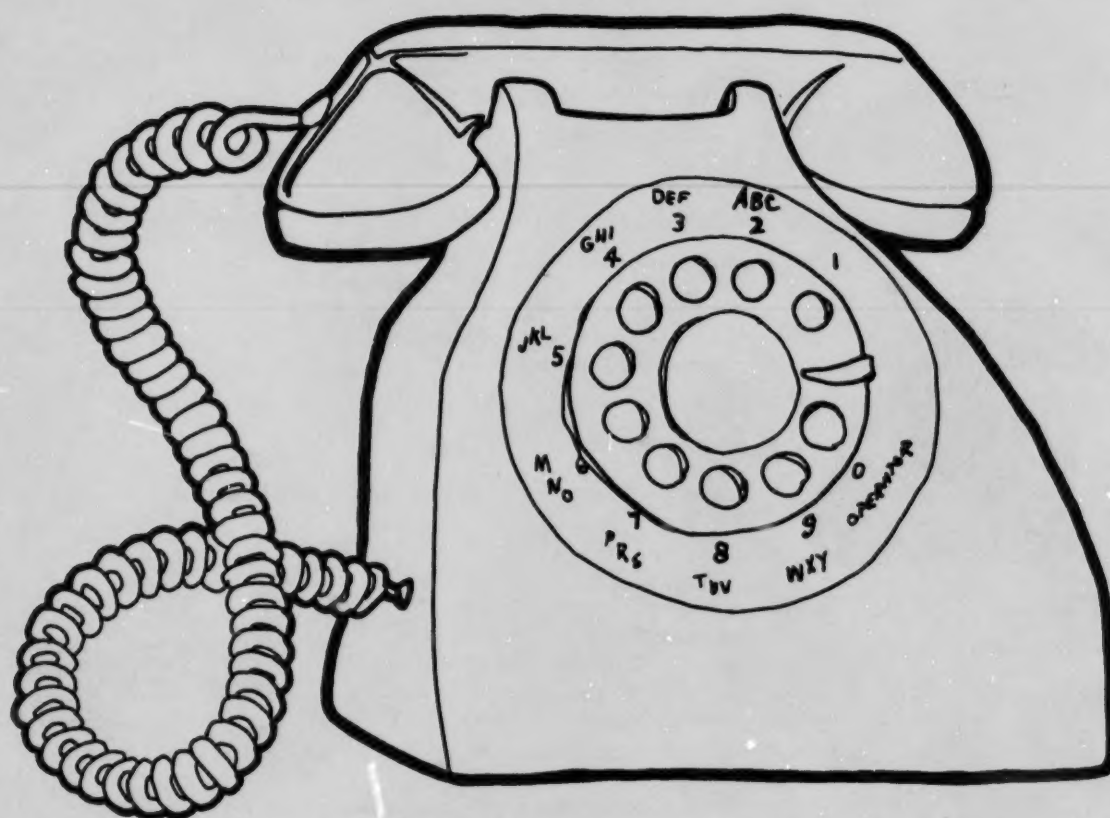
Positive response: "You're worried about going in the water."

DISCUSSION



Points to make:

- In each case one good listening response leads the child on to talk further, to express his feelings. The eventual solution, if there is one, will be different for each child. The child who is frustrated with the puzzle may decide to try something else.
- The child who doesn't want lunch may go on to say he is worried about something and discussing it can make him feel well enough to eat after all.
- The child who doesn't want to go into the water may decide he just wants to put his toes in, "if nobody will push me!"
- In all cases, the child should know that his feelings are accepted, that the adult will listen and help him work toward a solution.
- One important reminder about active listening. It may not be possible for a provider to listen carefully every time a child comes to her. Rather than pretending to listen, she should say, "I can't listen right now. I will later."



Session 5

Language

Session 5 Language

The purpose of this class is:

To talk about

The reasons for language

A child's internal sense of grammar

Facilitating language

So that providers will

Appreciate the importance of language in a child's life

Understand how language develops

Provide appropriate experiences and materials

SMALL GROUP EXERCISE

■ In groups of four or five, providers discuss these items:

- It is easier for me to
 - Talk
 - Listen
 - Write
- I would rather
 - Learn to play a musical instrument
 - Learn to speak a foreign language
 - Learn to paint or draw
- My favorite book as a child was . . .
- One thing I feel strongly about is . . .
- One thing I do not have a definite opinion about yet is . . .



DISCUSSION

Points to make:

- Language is important for several reasons. For one thing, language makes knowledge cumulative. Because people can speak to one another, they can share information. One person can learn from another person's experience. It is not necessary to reinvent the wheel.

Another reason for language is that speaking enables one to express one's feelings and wants. It's a great day when a child learns to say "want drink." And an even greater day when an older child can say, "I'm lonesome," and receive comfort.

Still another reason for language is best explained by Selma Fraiberg in her book *The Magic Years*. According to Fraiberg, language enables a child to feel that he has control over external events. A child who has learned to say "good-bye" accepts leaving more gracefully. A child who has learned to say "hot" can restrain himself from touching the stove. A child who lies in bed at night and murmurs, "Mamamamama" is using language as a sort of magic incantation, to keep a mental image of Mama to comfort him in the dark.

There are still other reasons for language. Language facilitates memory. It is much easier for a child to recall objects and events if he has words for them. Finally, language is a tool for thinking. Language facilitates problem-solving.

- With so many reasons to learn language, it's fortunate children are so eager to do so. And they are remarkably able to accomplish the big task of learning to speak. The speed at which children learn language, and the fact that children all over the world learn language in much the same way indicate that children have a natural facility for learning language.

Internal Sense of Grammar

- Many linguists believe that children are "programmed" to learn language. They seem to have their own internal sense of grammar and to acquire language at their own pace.
- Infants babble and coo using all the sounds present in different languages. Very soon babies start selecting and repeating only the sounds heard in the language being used around them.
- In all cultures, the child's first word is a noun identifying a very familiar object or person. At about 2 years, all children are using 2-word sentences.
- Children make grammatical mistakes while learning language, but these mistakes are made as part of a pattern. A child learns a rule: adds "es" to make the plural "houses", for example. He over-generalizes this rule and adds "es" to say "boyses, catses, manses." He soon learns the "es" rule does not apply everywhere.
- Children correct their own grammar by hearing and using speech. They do not need, nor do they want, adult correction. Not only does adult correction not help, since children acquire grammar in an orderly sequence, but correction can harm. Correction can make a child self-conscious and reluctant to speak.
- Children not only have to hear language, but they have to use language in order to develop speech. A child with normal hearing, raised by deaf parents, will not develop speech by listening daily to television. The television will not respond to the child's effort to speak.
- It is important for adults to listen to children and make efforts to understand. As a last resort with a toddler struggling to communicate, a provider can say "Show me." The message is, "I'm trying to understand you."

Facilitating Language

- Since children are eager to learn to talk, and seem well-equipped to do so, what is the adult's role? Adults are facilitators. They can't directly teach language since children learn only what they are ready for. What they can do is listen, provide experiences for children to talk about, and use speech themselves in a simplified way that children can understand.
- Providers usually do a good job of talking to babies and young children to explain their daily actions. "Now, I'm going to bake some bread. Let's see, where's the flour?" Children listen and understand language long before they use it.
- A day care home has books, records, dolls, puppets, dress-up clothes, blocks, water play, cooking activities, and many more props and activities to encourage and enrich language.
- It is good to read children stories; it is even better to listen to their own made-up stories.

- All adults could probably improve their skills as talking "with" rather than "at" children.
- Following directions is not so easy for a child learning language. Requests should be simple, and not contain three and four parts.
- Providers should learn to make sure they have a child's attention before speaking to him. Children cannot shift their attention quickly from one thing to another. If a child is engaged in play, for example, an adult may have to call his name and get eye-to-eye contact before speaking.
- Asking open-ended questions, rather than closed ones, facilitates language and thinking as well. An open-ended question causes a child to think. The open-ended question can be answered in many ways, as opposed to a closed or "right answer" question.



SMALL GROUP ACTIVITY

- In groups of four or five providers make a list of language development activities which work well for the ages of children in their care. (A source for ideas is the Developmental Characteristics handout, taken from TAPP ASSOCIATES, INC., reprinted on pages 39—42.)



DISCUSSION

- The instructor reads aloud *The Giving Tree* by Shel Silverstein. At the end of the story, ask open-ended questions such as, "How did this story make you feel?" "Does this relationship (between the boy and the tree) remind you of any relationship in your own life?"

Point to make:

- Books can be used to stimulate language and to explore feelings. Providers can use books in the same way with children.

Developmental Characteristics

Handout — Session 5

The following characteristics illustrate the average age range in which children acquire developmental skills. It is important to remember that within each range individual children will acquire skills at different times and that children of the same age will differ in their rates of development. The ranges presented are *approximate* time ranges rather than exact ages at which these skills are acquired. Only a portion of the many skills children acquire is included to give an overview of the developmental process.

INFANTS

Birth to 3 Months

Intellectual Development:

- Look at patterns such as shapes or faces.
- Stare or swat at a moving object.
- Connect people with events, such as mother with bottle.

Language Development:

- Babble and coo.
- Cry when something is wrong.
- Respond to sounds with gestures or by making sounds.

Physical Development:

- Explore by looking, swatting, grasping, mouthing.
- Suck.
- Follow objects with eyes.
- Bring fists together.
- Begin to roll over.
- Raise head while lying on back.

Social-Emotional Development:

- Smile at faces or voices.
- Smile or babble when held, rocked, played with.
- Show discomfort by crying or tensing the body.

3 to 6 Months

Intellectual Development:

- Tell the difference between family and others.
- Recognize bottle.
- Repeat actions which cause toys to move or make a noise.
- Look for and uncover a partially hidden toy.

Language Development:

- Try to imitate some sounds.
- Make sounds to get your attention.
- Make more varied sounds, e.g., grunts, high sounds.

Physical Development:

- Balance head.
- Reach with both hands.
- Pull to a sitting position and sit alone for a short while.
- Put fingers and objects in their mouths to explore.
- Hold onto bottle while being fed.

Social-Emotional Development:

- Smile at reflection in the mirror.
- Laugh and make noises to show pleasure.
- Cry in different ways to express different needs, e.g., food or dry diaper.
- Smile and hug to show affection.

6 to 9 Months

Intellectual Development:

- Repeat action to perfect it.
- Uncover a hidden toy.
- Shake or move an object to make noise.

Language Development:

- Say, "da-da," "ma, ma."
- Babble to themselves and familiar persons.
- Copy mouth and lip movements.
- Imitate sounds and gestures more accurately.

Physical Development:

- Sit without support.
- Crawl and pull to a stand by holding on to furniture.
- Feed themselves finger food and hold their bottles.

Social-Emotional Development:

- Reach out toward and pat reflection in mirror.
- Push away something not wanted.
- Participate in games such as "peek-a-boo."
- Begin to imitate play with adults.

9 to 12 Months

Intellectual Development:

- Explore nearby areas more thoroughly.
- Try to name familiar people.
- Dump objects out of a box or can.
- Look at pictures in a picture book.
- Remember games played before.

Language Development:

- Combine words and gestures; e.g., "bye-bye."
- Imitate sounds things make; e.g., "choo-choo."
- Stop doing something when told "no."

Physical Development:

- Crawl.
- Stand alone and walk holding on to furniture or adult.
- Eat messily with a spoon and feed themselves small pieces of food.
- Open drawers and cupboards.
- Pick up small objects with thumb and first finger.

Social-Emotional Development:

- Play "pat-a-cake."
- Respond to their own names.
- May cling to a familiar person if a stranger is present.
- Show hurt feelings when scolded.

12 to 18 Months

Intellectual Development:

- Understand simple directions.
- Connect the order of events, such as food-wash-nap.
- Correctly use the names of familiar people and objects.
- Look for something in more than one place.
- Find new ways to get things done.

Language Development:

- Use "mama" and "dada" correctly.
- Put simple words together.
- Use one word to indicate needs, such as "milk" for "May I have some milk?"
- Imitate words.

Physical Development:

- Throw a ball.
- Walk up and down stairs with help.
- Pull clothes off.
- Use a spoon with less mess and drink from a cup with help.
- Build a tower of two blocks.

Social-Emotional Development:

- Watch children play and play beside other children.
- Try to spend more time with others.
- Show a sense of humor.
- Show a preference for a toy.
- Demonstrate anger by crying or fighting.

TODDLERS

18 to 24 Months

Intellectual Development:

- Name familiar objects.
- Recognize themselves in a mirror.
- Recognize body parts on a doll.
- Fill a box or can with objects.

Language Development:

- Use two-word sentences.
- Follow simple directions.
- Ask simple questions.
- Follow simple commands.

Physical Development:

- Walk and run without falling.
- Climb and sit in a chair.
- Walk up stairs without help.
- Carry, push or pull a large toy.
- Build a tower of three blocks.
- Scribble with a crayon.
- Turn pages in a book.
- Chew solid foods.
- Use a spoon and drink from a small cup.
- Tell when they are wet or soiled and sometimes use the toilet when placed on it.

Social-Emotional Development:

- Show affection.
- Enjoy house play activities.
- Play beside other children but may not share easily.
- Show more independence in activities, decision-making, self-care.
- May slap, bite or hit and refuse to do what they are asked.

24 to 36 Months

Intellectual Development:

- Take simple objects apart and put them back together.
- Develop longer memory span.
- Match colors, sizes, shapes or textures.
- Make simple choices.
- Know what some objects and body parts are used for.
- Begin to understand numbers.

Language Development:

- Use three-word sentences.
- Use words to show feelings and thoughts.
- Use language in more expressive ways.
- Listen to and memorize simple nursery rhymes.
- Use "me," "I" and "you."

Physical Development:

- Jump.
- Walk up and down stairs alternating feet.
- Kick a large ball.
- Make simple lines with a crayon.
- Build a seven to ten block tower.
- Pull on and take off simple clothes.
- Unzip clothes.
- Wash and dry hands, comb and brush hair.
- Stay dry all night.

Social-Emotional Development:

- Become frustrated easily.
- Protect their own belongings and show greater care for them.
- Imitate adult activities.
- Express pride in achievement.
- Show a sense of humor and enjoy surprises.

PRESCHOOLERS

3 Years

Intellectual Development:

- Put together five to ten piece puzzle.
- Draw a figure with a head and body.
- Count to five and count three objects.
- Show a greater awareness of time.
- Point out likenesses and differences.
- Understanding words of place.

Language Development:

- Speak in longer sentences.
- Use language to describe objects and events and to explain reasons for behaviors and events.
- Ask and answer questions beginning with "What?", "Who?" and "Why?"
- Use language in imaginative play and make-believe.
- Listen to longer stories.

Physical Development:

- Build a tower of nine blocks.
- Walk downstairs without help.
- Jump from a bottom step.
- Do a forward somersault.
- Hammer nails and pegs.
- Draw simple forms and figures.
- Paint with a large brush.
- Unbutton, zip, lace shoes, dress and undress with some help.
- Brush teeth with help, wash face and hands.
- Express the need to use the toilet.

Social-Emotional Development:

- Take turns and share.
- Play with a group of children.
- Show affection for younger children and choose a special friend.
- Express anger verbally.
- Select activities independently.

4 Years

Intellectual Development:

- Draw a person with detailed features.
- Put together a ten piece puzzle.
- Match letters to the letters in their name.
- Name colors, shapes and textures.
- Brush teeth, use the toilet.

Language Development:

- Act out and tell a story.
- Show pleasure in playing with word sounds and meaning.
- Give longer answers to simple questions.
- Use past tense.

Physical Development:

- Bounce a ball.
- Walk backwards.
- Jump over a low rope.
- Show greater eye-hand coordination; e.g., use sewing cards, string small beads.
- Button, lace, dress and undress.

Social-Emotional Development:

- Make demands for attention; e.g., showing off, expecting praise.
- Are easily encouraged or discouraged.
- Enjoy leadership roles but may criticize or appear bossy.
- Experiment and solve problems independently.
- Apologize easily.

KINDERGARTNERS

5 Years

Intellectual Development:

- Show a definite purpose in using objects.
- Count from 1 to 20.
- Print numbers one to five.
- Compare objects by size and weight.
- Name shapes and days of the week.

Language Development:

- Repeat nursery rhymes, poems or songs.
- Recall events in order.
- Follow three-step directions.
- Say their full names and addresses.
- Use future tense.
- Pronounce words clearly and use sentences.
- Use more words to express needs, fears, feelings, and ideas.

Physical Development:

- Skip, climb, march, gallop, hop.
- Bounce and catch a ball.
- Ride a tricycle.
- Balance on one foot.
- Enjoy finger plays.
- Work a 10—20 piece puzzle.
- Draw shapes from a model.
- Draw a human figure with features.
- Use a knife for cutting.
- Try to tie and buckle shoes.
- Use the toilet independently.

Social-Emotional Development:

- Enjoy playing with other children but may prefer to be alone.
- Like to run errands.
- Take responsibility for their actions.
- Rarely quarrel.
- Respect another's belongings.
- Follow a leader and enjoy being a leader.

SCHOOL-AGE CHILDREN

6 to Puberty

Intellectual Development:

- Are more capable of organized learning and understand more fully concepts of time, distance, money, past and future.
- Begin to shift and sort information into categories.
- Develop an interest in historical events, foreign lands and different cultures.
- Refine readiness skills in reading, numbers and writing.

- Understand charts, graphs and diagrams, especially when making objects.
- Organize collections.
- Improve their reasoning and problem-solving abilities.
- Develop an interest in learning special skills (music, sports, art or school work).

Language Development:

- Use more and more words to talk about people, things or their own feelings.
- Criticize and complain in very clear terms.
- Make puns and comical sayings with words and phrases.
- Can be verbally aggressive when interacting with others.
- Are fascinated by rhymes, anagrams, codes and foreign words.

Physical Development:

- Lose their baby roundness, are long-legged, and gain weight.
- Write more clearly and try more detailed work.
- Develop a coordinated sense of balance.
- Practice self-care habits; e.g., brush teeth, comb hair, dress independently.
- Perform simple household tasks; e.g., empty baskets, sweep, wipe dishes.
- Develop a sense of rhythm.

Social-Emotional Development:

- Spend increasing amounts of time with others of their own age and sex.
- Form clubs around friendships and neighborhood alliances.
- Share secrets, handshakes and rituals with friends and club members.
- Develop competitive feelings and the need to belong.
- Strive to succeed in schoolwork and develop careful, consistent work habits.
- Develop an active imagination and interest in creative, dramatic play.
- Develop a strong sense of fair play.
- Enjoy occasional independent activities, such as reading, watching television and organizing collections.
- Generally prefer their own activities and pleasures to anything else.
- Learn to control their emotions and may try to hide their needs and fears from adults.



Session 6
**Physical
Development**

Session 6

Physical Development

The purpose of this class is:

To talk about

Creative movement

Individual Differences

Stages of development

Nutrition, rest, exercise

So that providers will

Lead children in movement activities

Appreciate children's physical differences

Know what to expect of children

Provide a healthy environment

GROUP MOVEMENT ACTIVITIES

■ Ask providers, "What are some of the traditional movement activities children do?" One provider may suggest, "Head, shoulders, knees and toes." Another will suggest "Eensy-Weensy Spider." What about jumping jacks? As a group, do each one that is suggested.

■ Ask providers, "How do you feel when the group is doing a song or exercise or finger movement you're not familiar with? Are you embarrassed? Are you concerned about getting it right? Have you seen children react the same way?"

■ There are activities which are more creative. They don't require knowing the steps before or trying to model actions on the leader's. Here are some examples:

- Make yourself small.
- Make yourself tall.
- Make one part of you tall, one part of you small.
- Move like your favorite animal.
- Be the rain that is falling outside.
- What did you have for breakfast?
Can you be butter that's melting on the toast?
Can you be bacon frying in the pan?
- Take a Kleenex, let it fall. Describe how the Kleenex fell. Fall the way the Kleenex fell. Move the Kleenex across the floor without touching it. Make the Kleenex fall faster. Make yourself fall faster.
- Move as fast as you can.
- Tie an imaginary string to part of your body. Give the string to someone else. That person is pulling you.
- Be an ice cream cone that's melting.
- Take a large sheet. Everyone hold an edge. Make waves with it. What else can you do? Bounce a ball on it. Throw it in the air and run under it.

■ Do these activities as a group. Contrast the two types of activities. The first examples like: "Head, shoulders, knees and toes" are all imitative. The child tries to approximate the prescribed actions. The second type of activity, "Make yourself tall" is problem-solving. Each child will do it in a slightly different way. Which is more creative? Which is more fun?



DISCUSSION

Individual Differences

Points to make:

- Physical development is influenced to some degree by heredity. Individual differences are, therefore, unavoidable. Some children are taller, shorter, faster, slower, stronger, or less coordinated, than others. These differences are not, in themselves, a problem. Adults create the problem when they compare children to each other, to an average, or to an "ideal." "If you want to be as tall as your brother, eat your sandwich." Adults sometimes make children compete and those who are smaller and slower begin to feel like failures. Adults need to remember that life is not a foot race. Children, like adults, have areas of strength and areas of weakness. Providers need to find a broad range of activities so that each child can excel at something.

Stages of development

- Not so many years ago, child development experts were saying that children were like "blank pages" at birth. They believed that one could pretty much turn a newborn baby into whatever one desired. They also viewed newborns as helpless, unable to hear or see. Now, everyone knows differently. Babies are born with lots of "baggage." They are already very different. Some babies for example, are vocal and quite active. Others are passive. Individual differences already exist. Parents know too that infants have a repertoire of reflexes. They can see, especially within a certain range. Infants respond to visual stimuli, and prefer to look at a human face, rather than an abstract design. They certainly can hear and turn to look in the direction of a human voice. They suck at anything which touches their cheeks. They kick and flail their arms. All physical development is built on these simple reflexes.

- All children have an inborn desire to master various physical skills. Babies don't have to be rewarded for walking. They just naturally seem to want to do it. Burton White has suggested that even if no attention were paid to the physical development of a child before the age of six months, he would progress naturally. Adults don't need to provide incentive, but a safe, healthy, supportive environment. Providers should try to introduce equipment and stimuli at appropriate ages. The right materials and the child's developmental level should "mesh", according to White, if a child is to develop optimally. For example, a baby at four months is swiping, reaching out with his hands. This is an appropriate age to have a hanging, graspable mobile to encourage and stimulate this swiping movement.

- Physical development occurs in stages. Growth is sequential. Development of one skill depends on development of a preceding one. Babies crawl before they walk; sit before they stand. Providers need to know roughly what sequence these skills fall in, not to compare children (your child walked at ten months; what's wrong with mine?), but in order to be prepared for the next stage. For example, knowing that babies sit at around six months, one may prop them up with pillows, give them more chances to sit up and observe their surroundings. The handout *Developmental Characteristics* (given out in session 5) details the skills appropriate to each age, and shows how one skill follows another.

- It seems appropriate to mention toilet training when discussing physical development. Toilet training is a matter of being physically ready. Most experts now agree that two years plus is time to begin training. In the experience of many mothers and providers, waiting until after two has many benefits. For one thing, a child who is really ready doesn't have to be "trained"; he just does it. A child who can talk, who can control his bladder and bowels and who expresses an interest in wearing underwear instead of diapers, can just go ahead and use the toilet. When parents or providers push a child who isn't ready, a power struggle results. Often a child who is pressured into toilet training may actually be trained but the stress will show up somewhere else in his behavior.

Nutrition

- One very important aspect of physical development is nutrition. Assume some knowledge of nutrition since health food is a current topic of interest. In Fairfax County, children's diets were found to be low in iron. Average American diets are too high in sugar, too low in fiber. Discuss basic food groups briefly and, for the rest, focus on how children eat, rather than what. Here are some ways one can insure good eating habits in children:

- Meal and snack times should be pleasant social times. Children should not be nagged about eating habits, or forced to eat a certain food.
- Children should be seated at a table, perhaps with their own personalized (hand-crayoned) place mats.
- Food should be served family style when possible. When children are free to select the foods they want to try and determine the amount they want, they eat more responsibly.
- When food is served to the child, amounts should be small. This gives the child the satisfaction of going back for seconds if he desires.
- New foods should be introduced periodically but not several new foods at one meal.
- Adults should show some confidence in a child's judgment as to what he will eat. Studies show that children will ultimately make nutritious, well-balanced choices when selecting their own menus. This assumes, however, that junk food is *not* available.
- Children should be included in all aspects of food preparation. Shopping, growing vegetables, baking bread, all these activities are excellent learning experiences. Some adults are unsure about the prospect of children in the kitchen. Will they be safe? Won't they make a mess? The secret is that children become competent by being included. They are not included because they are competent. In other words, how are you going to learn until you do it? Children who cook learn that a French fry is a potato. They learn that ingredients need to be measured, that salt dissolves in water. The kitchen is a marvelous laboratory for learning. Children who know what happened to food between the grocery store and the table are much more likely to eat and enjoy.

Rest

- Day care children are often in need of rest. These children have to get up very early, get to the provider's house, go home with parents who then have to prepare dinner. Parents want to spend time with the children and may keep them up for a while in the evening. Nap time in a day care home is very important. Children in many homes look forward to nap time. They don't have to be coaxed or bullied into taking a nap. Each child should have his own pillow, his favorite bear, or book, and his own space to nap. At nap time the house becomes quiet. Children should not be forced to sleep. This is not possible anyway. Children can view nap time as a privilege, a pleasant interlude in the day, and not a punishment. The provider should present nap time in this way. She needs to talk with parents to make sure children are getting enough sleep. Very often a cranky, irritable child is a tired child. And, as often, a child who is not alert and learning new things is a tired child.

Exercise

- Children need space and time to move about. They need to run, jump and use their whole bodies. There is a tendency in modern life to restrict children. Many times they are required to sit still, walk quietly, calm down. Children are just not built to sit still and be quiet. Years ago, the majority of American children lived in rural areas. Not only did they have vast spaces in which to run and climb, but many of them had physical labor to do. Not many children would have been labeled "hyperactive" in those days. Our children, however, are raised in apartments where they can't jump for fear of alarming people below, or in homes where a small yard is the limit of their space. Adults need to remember how this change in lifestyle affects young children and provide as best they can opportunities for vigorous activity.

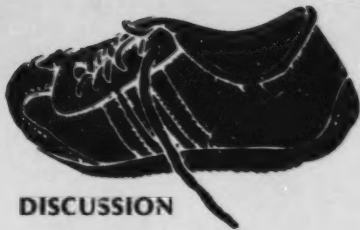
Adults should avoid constant remarks like "Be careful. You'll hurt yourself. Watch out." These remarks can undermine a child's confidence in his abilities. A child has to test himself in order to improve his skills.



SMALL GROUP ACTIVITY

■ Have on hand various household items that can be used by children. Each group selects two or three items and generates ideas about how the items can be used for physical development. Some examples:

- big crayons
- a bucket
- a ladder
- a roll of masking tape
- a big paint brush
- large bolts and nuts
- plastic bottles and caps
- sponges
- a bottle and clothespins
- paper
- a shovel
- muffin tin
- golf ball



DISCUSSION

Points to make:

- Ask one provider in each group to share her group's ideas.
- Every day household items can be used by children to work on coordination. The same piece of equipment can be used in different ways by different ages of children. A roll of masking tape, for example, may be enjoyed by a baby as she sticks and unsticks small pieces of tape on her knee, toddlers may enjoy hopping "inside" and "outside" a masking tape circle on the floor, older children can make a balance beam out of a strip of tape on the floor. A big paint brush can be used to dust furniture or to paint with water on a hot sidewalk one summer day.
- Children are well on their way to developing physically. They have a desire to master physical skills. Again, a provider's job is to facilitate, to allow time and space, and to give encouragement.

Activities for Physical Development

Handout — Session 6

HANDS TOGETHER

Steering wheel

Paper to tear

Wrist bells

Cymbals

Magnets

Blocks

Large balls

Hands to clap

Cookie cutters

Shovel

Large brushes and water

Pitchers to pour

Large erasers

Buttons

Strings to lace

Things to string

Clock-winding

Pennies to put in bank

Pages to turn

Blocks to stack

Needle and yarn to sew

Finger foods

Ice cube trays

Egg cartons

Nuts and bolts

Ropes

Bean bags

Yarn balls

8½" playground balls

Hula hoops

Parachute

Balance beam

Benches

Mats

Tire swing

Tree stumps

Foam foot shapes

THE FIST

Mug

Pans and lids

Bottle and clothespins

Golf ball and muffin tin

Large knobbed puzzles

Sponge

Squeaking toys

GROSS MOTOR

Flat ladder

Concrete pipe

Cargo net

Imbedded tires

Mounds of dirt

Plywood jumping board

Railroad ties

Tractor tire sandbox

THE WRIST

Scissors

Rolling pin

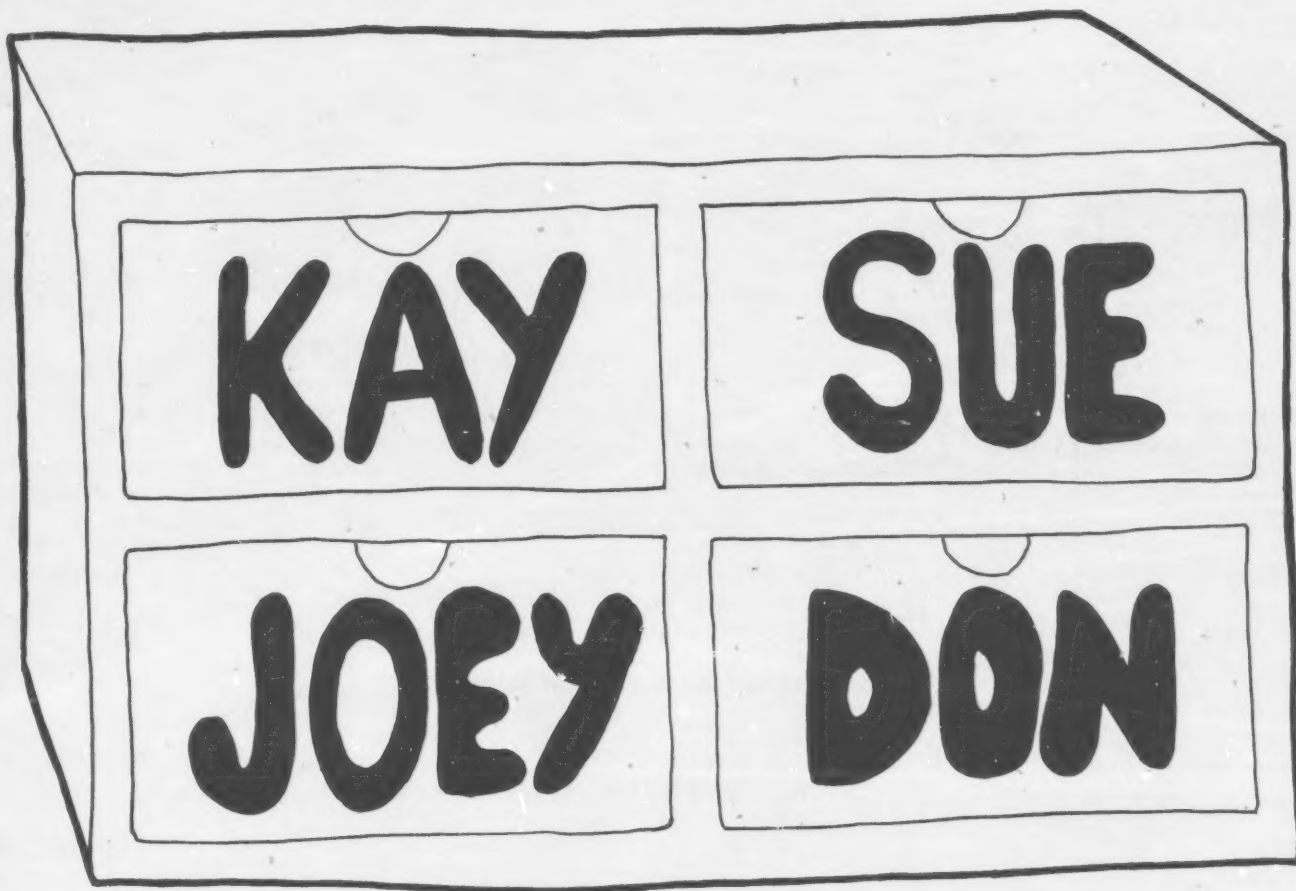
Door knobs

Jars and tops

Large peg board

Shapes to sort

Large stencils



Sessions 7 and 8
Discipline

The purpose of this class is:

To discuss

What a caregiver brings to a situation

What a child brings to a situation

Ways to avoid discipline problems

Ways to cope with a discipline problem

So that providers will

Understand how their attitudes and behaviors affect children

Look at the children individually

Avoid having to confront children with regard to discipline

Remain calm and open to problem solving

SMALL GROUP EXERCISE

■ Each group is asked to choose the best response to these questions relating to discipline.

- Which is most important to you?
 - ___ obedience
 - ___ initiative
 - ___ cooperation
- I believe each person is entitled to:
 - ___ respect
 - ___ love
 - ___ being taught right from wrong
- The cause of most behavior problems is:
 - ___ unclear expectations by adults
 - ___ children who are unable to express their feelings
 - ___ lack of interest in environment
- The most difficult task to teach children is:
 - ___ to mind me
 - ___ to obey the rules
 - ___ to think for themselves
- I show respect for another person by:
 - ___ saying "please" and "thank you"
 - ___ listening to him/her
 - ___ always agreeing
- When children in my care misbehave, I feel:
 - ___ I've lost control
 - ___ angry
 - ___ confused



DISCUSSION

Framework

- The most important elements of a learning environment are:
 - ___ materials
 - ___ planned activities
 - ___ people
- I expect children to:
 - ___ respect my authority
 - ___ express their feelings
 - ___ respect the feelings of others
- The most important thing I help kids with:
 - ___ good self-concept
 - ___ readiness for school
 - ___ self-discipline
- Children learn best by:
 - ___ example
 - ___ direct teaching
 - ___ exploration/discovery
- It is important that children in my care behave because:
 - ___ I don't want to feel embarrassed
 - ___ it shows their needs are being met
 - ___ it makes me look competent
- To learn self-discipline, children must:
 - ___ listen to and mind authority figures
 - ___ learn acceptable ways to express their feelings
 - ___ have a good model to observe

Points to make:

- Since discipline is such a controversial issue, the instructor may wish to remind providers that this discussion is organized into four categories:

1. What an adult brings to a discipline situation.
2. What a child brings to a discipline situation.
3. Ways to avoid discipline problems.
4. How to cope when interests conflict.

- This approach to discipline is one of problem solving. The question is not how can adults exert their power to control children, but how can they solve problems with children and live in relative harmony.

- Some people view discipline as a matter of selecting the right punishment. What are the reasons that adults give for punishing children? Write the reasons on a board. A class usually comes up with a list like this:

- Punishment —
1. Convinces a child he's done wrong
 2. Makes a child decide to do better
 3. Makes a child responsible for his behavior

Now ask, how did you feel when you were punished as a child? List those reasons. They commonly read like this:

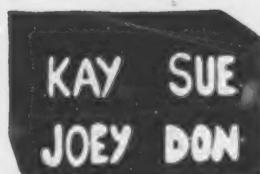
- Punishment —
1. Made me feel ashamed
 2. Made me angry and resentful
 3. Made me think life was unfair
 4. Made me wonder why my parents didn't just tell me what they wanted

These two lists, what punishment is supposed to do, and what punishment actually does, point out problems with punishment in general. Since punishment clearly does not accomplish what adults would like it to, we need to think of other approaches to discipline.

- Parents, providers and teachers sometimes talk about discipline as a system of punishment and rewards. It is true that an adult can control the behavior of a young child by using rewards and punishments. But, again, there are problems. True discipline means self-control, not control by an authority figure giving out rewards and punishment. The day will come when a child outgrows this system. Adults can no longer punish nor can they find appropriate rewards. This explains the lament of parents of a teenager, "But I used to be able to control him."

What an Adult Brings

- What does an adult bring to a discipline situation? The adult may feel good about herself, or not. She may like children, or not. She may feel tired or rested. She may have some knowledge about what is fair to expect from children, or not. All of these things have a very direct bearing on her dealings with children.
- A provider who feels good about herself feels better about the children in her care. She is more confident. She does not worry so much about the way the children's behavior reflects on her. She is, therefore, more tolerant, more understanding. Children in her care are more relaxed and more confident in themselves.
- An adult who likes children finds them interesting to watch and listen to, and enjoys being part of a relationship with a child. Some adults find children "messy," "a bother," "noisy," and can't wait until they grow up. Obviously adults who are intolerant of the characteristics which make a child a child are going to have difficult times. Adults who don't like children seem to fuss at them just for being. Hopefully, no one who dislikes children will become a family day care provider.
- An adult who feels tired before the day is underway is bound to have a difficult time. Every provider can remember a day which went well because she felt great and was in a good mood. Everyone can also remember the opposite, a day when she yelled at the children no matter what they did because she felt tired or out of sorts.
- Some adults know a lot about children. They know how difficult it is for a 2-year old to share. They know that a 4-year old is going to be very cocky and independent at times. Knowing what to expect of children means fewer discipline problems. Providers often think of the example of a young couple in a restaurant, fussing at a toddler who crumbles her cracker on the floor. The toddler is doing what all toddlers do, but the parents are expecting better table manners.



SMALL GROUP EXERCISE



DISCUSSION

What a Child Brings

- Providers have other ideas about what the adult brings to a situation and what effect this has on the children. For example, worrying about money means a provider can be distracted and tense. She may be upset by a child's behavior which, on another occasion, might be totally acceptable. Discuss at length the hopes, worries, attitudes, frame-of-mind that different adults have at different times.

■ One thing which adults always bring to any situation with children is the way in which they themselves were parented. Ask each provider to stop a minute and think about the way she was brought up. Are there things which she tries to repeat in her handling of kids? Are there things she makes a conscious effort not to repeat? Someone in each group can jot down ideas. There should be two lists, 1) things to keep from their parenting experiences, and 2) things to throw away.

Point to make:

- Are there any similarities in the "keep" responses? Usually, providers mention loving affection, security, open communication. The responses about what not to keep usually involve: no communication, punitive measures, and parents as remote authority figures. One looks at the way one was parented, not to determine what was right or wrong but to realize what influences the things one does today.

- A child brings several things to a discipline situation.
 - One important thing he brings is his developmental level. A child develops social skills, physical coordination, and cognitive skills as he grows. Behavior that is expected of a child must be consistent with his developmental level.

Many people are concerned about teaching a young child right from wrong. They expect children to spare one another's feelings, to be generous and to make moral decisions. Morality develops just as skills do.

- Piaget talks about three levels of moral reasoning. Children four and under are premoral. They feel no obligation to rules. Children from four to seven are in the conventional stage. They obey rules literally. Adults are, they believe, all powerful. These children do not consider motive. A child who breaks five cups while helping his mother dry dishes has done a "worse" thing than a child who broke one cup while climbing on the counter to sneak cookies. A child between the ages of 7-12 is autonomous; he thinks about rules and thinks in terms of consequences and fairness. So, a child can make moral decisions only when he's developmentally able. In the same way, he can avoid spilling milk and learn to sit still only when he's developmentally able. It is not a discipline problem when a child fails to do something if he's developmentally unable to do it.

A child's basic needs may or may not have been met. A child who has established basic trust and who is moving toward independence from a position of great security is going to present far fewer discipline problems than a child who is not trusting.

A child sometimes brings something else to a discipline situation—a recent trauma or upset of some kind; a child is worried about his home situation, a parents' argument, or a move. Allowances have to be made for his behavior.

Ways to Avoid Problems

- Most discipline problems can be avoided if adults:

- **Respect and trust the child.** Adults tend to get from children the behavior that they expect. If they treat them with respect and expect appropriate behavior, they get it. If adults don't trust children, expecting them "to try to get away with anything," the children will act accordingly.

- **Are positive.** Instead of saying, "Don't run," say, "Walk." Adults tend to issue a lot of commands and most of them tend to be negative. Children turn a deaf ear to constant "noes."

In the case of one child's physically hurting another, adults should focus on the victim, not the aggressor. In a room full of children an adult tends to respond to children who are pushing, hitting or causing a disturbance. Giving attention to the aggressor, even a negative kind of attention ("Danny, you hurt Sue. Why did you do that?") is actually reinforcing the behavior. Ignore the child who hit, comfort the one who is hurt. Later you may say in a calm way, "We don't hit each other." Focusing on positive behavior, ignoring the negative, is a good way to extinguish misbehavior.

- **Allow for expression of feelings.** When children are expected to suppress feelings, either of happiness or frustration, their behavior will erupt in one direction or another. When a child is told, "You mustn't hate anybody, don't say that," he must then somehow act out those feelings. Verbalizing about feelings is the best way to handle them. Adults need to say to children, "Tell me about it."

- **Set up the environment.** Make the day care home childproof, comfortable and interesting to children. Designate areas for quiet play and for more active play. Children have to understand what they can do, and where. Rules about where things go, how they should be put away, ought to be made visually apparent. That is, shelves, boxes and containers should be clearly labeled. If rules are not made visually apparent, then adults try to enforce them by nagging.

- **Set limits.** Children need to know what the limits are, how the provider will feel if certain rules are broken. The fewer rules one has, the more likely children are to follow them.

Setting limits doesn't have to mean the adult says, "Do not do that." It means one says, "It upsets me when that happens." To illustrate: Suppose you told your husband you planned to go shopping all day Saturday, and he said, "Don't go." How would you react? Now, suppose he said, "I get lonesome when you're gone all day." Would you react differently? When a person sets limits by telling you how he feels, you're inclined to cooperate, to compromise. When someone sets limits by dictating the rules, you're inclined to challenge the rule.

- **Know the child.** Know a child's likes and dislikes. Learn what frightens or worries him. Know what makes him feel loved and secure. Figure out what causes any acting out behavior. Decide whether the child is likely to withdraw or to become aggressive when he's frustrated.
- **Avoid a power struggle.** "Do it because I said so. I know what's best for you." Adults can manage a child's behavior simply because they're bigger and they do have the power to punish or reward. Do they want to do this? Are they comfortable being the authority figure? Most adults do feel at times that they are bullying children. Adults feel a child's resistance. Some children become cowed and fearful when an adult is very much in control. All of these problems can be avoided by eliminating the power struggle entirely. Teach by example and solve problems *with* children rather than *for* them.
- **Give "I" messages.** This is a technique described in *P.E.T.* by Thomas Gordon. Adults need to let children know how they feel. Children are then free to decide on their actions knowing ahead of time how the adult will react. "I get really upset when the room is a mess," elicits cooperation. "You kids have made another mess in here," does not. An "I" message is simply stating how one feels.
- **Avoid forcing a child to lie.** Children sometimes lie because they don't know the truth. Sometimes they lie to protect themselves. In any case, a good rule to follow is: when you know the answer, don't ask. If one sees a child with crumbs on his face and an empty cookie plate, one shouldn't ask, "Who ate these cookies?" Instead say, "I see you ate the cookies."
- **Do not use physical or verbal abuse.** Minimum licensing standards prohibit physical and verbal abuse.

What about spanking? Is a tap on a child's bottom physical abuse? In past classes, providers have concluded that spanking does not solve problems. It is difficult for an adult to remain calm and just tap a child. Some providers may argue that spanking is okay. Ask those who were spanked as children to remember the experience. How did it make them feel? Did they learn anything from being spanked?

The child who is spanked does not feel like cooperating with the adult. He may feel hurt and rejected, or he may feel he's been treated unfairly and want revenge. Many children resolve, after a spanking, to do the same thing again but without getting caught.

- Spanking makes children become deceptive. When they do something wrong, they try to cover it up, or deny it. Children who do not fear punishment can admit their mistakes and discuss the problem with adults.
- Spanking makes a child feel bad about himself. A child with poor self-concept will get into more trouble.
- Spanking is modeling behavior for the child. He learns that what one does when one is angry or frustrated is hit. A parent or provider who spansks a child today will see that child hitting another child tomorrow.

- Some parents say, "I spank my child because it's quicker, it clears the air and everything is over with." Is this what adults are after? Do adults want children to feel that they've paid for their behavior? A child who feels he has paid is free to do the same thing again. Guilt feelings are necessary if one wants the child to refrain from repeating misbehavior.
- Most important, there is always the chance that an adult will really hurt a child. Adults usually spank in anger and they can hurt a child without knowing it, or intending to.

Ways to Cope

- Ways to cope when a discipline situation arises. Most people think of discipline as something one does to a child. Sometimes the child does have to change. But it doesn't always have to be the child. Other things can change. The adult and the environment can change. Use the example of a noisy, crowded school cafeteria since it's a situation with which most providers are familiar. The lunchroom is filled with children, 250 at a time. The noise is deafening. Food is wasted. The staff is determined that children will learn to file into the cafeteria quietly and eat in an orderly fashion. Ask providers, "What if you were a principal, how would you solve this problem?" Divide their suggestions into three categories:

- Change the environment. "They could soundproof the walls and ceiling. They could put kids at smaller tables so they can talk. They could play records to make the room more pleasant."
- Change the adults. "They could just accept the fact that 250 kids in one room is a lot and it is going to be noisy."
- Change the kids. "They could go on threatening them with no recess if they're noisy. They could somehow reward groups which ate quietly."

- The solutions are not as important as the idea that other things can change. The child does not necessarily have to be the one called on to change. Sometimes adults have to change. They have to become more tolerant, more accepting of children's behavior. Or, very often minor changes in the environment can eliminate a problem.

- Sometimes change needs to happen all places at once. When a child has a need, an adult has a need and the two needs conflict, they resort to problem solving. For example, a provider wants a room cleaned, a child doesn't want to be bothered and hates the nagging. What to do? These are the steps to mutual problem solving.

- Identify the problem.
- Brainstorm about possible solutions.
- Agree on a solution.
- Try it.
- Look at the situation later and evaluate.
- Repeat the process if first solution was unsatisfactory.

- Problem solving works only when both parties are relaxed, trust one another and feel free to express their feelings. A solution which satisfies one group might not satisfy another. One provider might agree, for example, that children could let one room remain messy if the door were



SMALL GROUP ACTIVITY

DISCUSSION

closed. Another group of children might agree to clean the room if the provider stays with them and helps. The key is for both parties to agree on the solution. If the children are dictating the solution and the provider doesn't like it, or if the provider is deciding on a solution and telling the children to go along, the solution won't work. When people mutually agree on a solution, then they have a stake in making it work.

- Sometimes nothing and nobody need change. Very often a discipline situation can be resolved by letting a child suffer the *natural consequences* of his actions. If a child keeps losing his stuffed bear, perhaps the provider needs to stop looking for it. If a child refuses to wear his jacket outdoors, then he must remain indoors. If a child spills his milk, he mops it up. It's important to remember that a child must be old enough to understand the logical consequences of an act before this technique will work. It would be cruel to say to a toddler, "You lost your bear, too bad."

■ To sum up the discussion on discipline, small groups make a list of behavior they regularly observe in children. One list is "unacceptable behavior" and the other list is "acceptable behavior."

Points to make:

- Invariably the list of unacceptable behavior is much longer. Does this mean anything? Are adults being too unaccepting around children? Are adults focusing on negative behavior all the time?
- Look at the list. For each acceptable behavior, ask, "Do adults acknowledge this behavior? Do they catch children being good and let them know?"
- As a group, try to analyze each unacceptable behavior. What is the adult bringing to this? Is there a way to avoid this problem? If not, how does one deal with it? For example, the unacceptable behavior is a toddler in a high chair screaming and throwing food. The adult is nervous, dreading lunch time. The child is 18 months old, able to climb and sit in a chair, beginning to feel independent. The adult cannot accept this behavior. What then about changing the environment? Let the child take her place at the table in a regular chair. Would this solve the problem? Are you willing to try it?
- Look at each reported behavior in this way. What goes into it? Can the adult change? Should the child change? Should the environment change? Should the provider sit down with the child and try to solve the problem? Or should she allow natural consequences to follow?

Discipline

Handout — Sessions 6 & 7

What the *adult* brings to a situation

What the *child* brings to a situation

Ways to avoid discipline problems

- respect and trust the child
- know the child
- be positive
- set up the environment
- set limits
- allow for expression of feeling
- avoid a power struggle
- avoid forcing a child to lie

Ways to cope when conflict arises

- who's got the problem?
- (1) if adult, give "I" message
- (2) if child, active listen
- (3) if both have a problem, do problem solving
- keeping in mind that
 1. adult can change
 2. child can change
 3. environment can change
- (4) perhaps nothing and nobody need change.
- What about *natural consequences*?

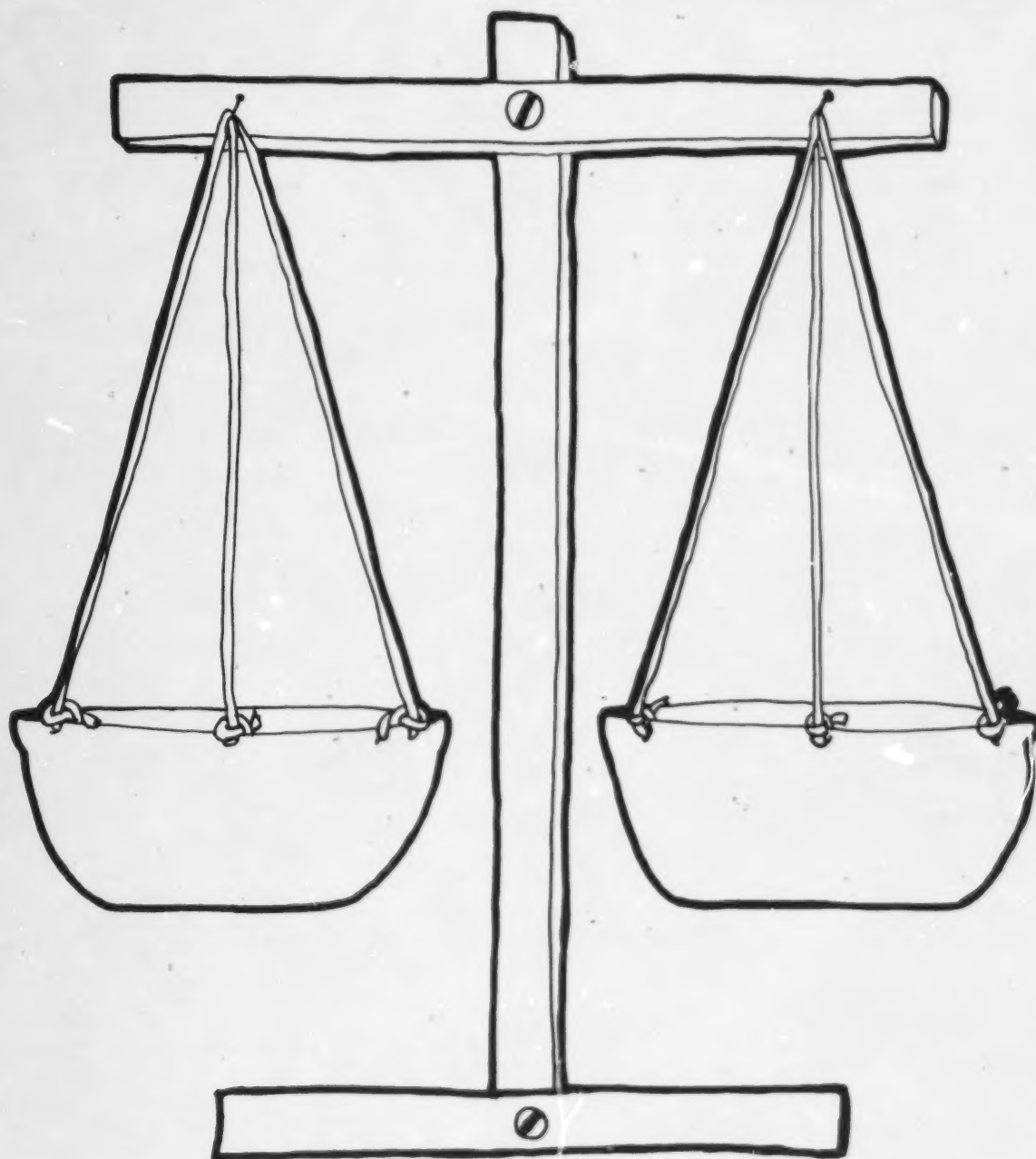
Positive or Negative

Handout — Session 7

Put a face next to each mark —  

- _____ You kids are doing a good job of sharing.
- _____ Stop that crying.
- _____ What's the matter, can't you hear?
- _____ Would you like me to read to you?
- _____ Thank you for helping me.
- _____ You've put away the toys. It looks nice in here.
- _____ I don't believe this mess.
- _____ Come on, I'll help you clean up.
- _____ I'm so glad you're here today.

- _____ How many times have I told you not to do that?
- _____ Do you have to wear that outfit?
- _____ You are so clumsy.
- _____ We have a problem. Let's talk about it.
- _____ Are you kids trying to drive me crazy?
- _____ Can't you see I'm busy?
- _____ That is hard to do. Can I help?
- _____ When will you ever learn?
- _____ Because I said so.



Session 9 Learning

Session 9 Learning

The purpose of this class is:

To talk about

Learning stages

Learning tasks

Conditions for learning

So that providers will

Understand how children think

Know what activities are valuable

Encourage learning rather than pressuring children

SMALL GROUP EXERCISE

■ Small groups complete these sentences:

- The way I learn best is . . .
- The best learning experience I ever had was . . .
- The worst learning experience I ever had was . . .
- I would like to learn how to . . .
- And the reason I haven't done it yet is . . .
- The usual motivation for learning is:
 1. ambition
 2. necessity
 3. curiosity



DISCUSSION

Learning stages

Points

- There are, according to Jean Piaget, four stages of intellectual development. All children go through these stages in the same sequence; some move faster than others.

The first stage lasts from birth to two years. This is the *sensori-motor* stage. The baby is engaged in physical contact with his surroundings.

- Pass out an assorted group of interesting objects. For example, a piece of sea shell, some coffee grounds, a clove of garlic, a piece of sponge, a chestnut. Ask providers to examine these things. How does one try to find out what an object is?

Providers will note that they felt of the items, smelled, rattled and tasted them. This describes exactly what the infant in the sensori-motor stage is doing. "So that's why a baby puts everything in her mouth!"

- One very important accomplishment in the sensori-motor stage is the development of object constancy. Providers may have noticed that an infant under six months seems to forget an object when it rolls out of sight. If her toy slips under the blanket, she does not look for it. As far as the infant is concerned, the toy ceases to exist. Truly "out of sight, out of mind." At six months or older, the baby has learned that an object continues to exist, whether or not it is visible.

- The second stage, between the ages of two and seven, is the *pre-operational*. Children are, of course, still exploring, feeling, tasting and climbing. But they've begun to use language and they're trying to make sense of things. There are several ways in which a pre-operational child thinks differently from an adult, or older child.

- **Animism.** A child between the ages of two and seven is confused about what things are alive. He assumes anything that moves is alive (cars, wind).
- **Egocentrism.** A pre-operational child assumes that he is the center and the cause of everything. Objects exist for him to use or play with. Egocentrism is *not* selfishness. It is a stage in intellectual development.
- **Conservation.** Children in this stage do not conserve matter. If one shows a child two equal balls of clay (demonstrate this) and asks if they are equal, he agrees. Then roll one ball into a long piece, a snake. Ask if they are still the same. The child will say "no." The longer piece is now more. For the same reason, the child will say one cup of milk in a tall thin glass is more than one cup of milk in a short glass. Pre-operational children are fooled by appearances.

One more example: if a child counts two rows of buttons with five in each row, he'll agree there are the same number of buttons in each row. If buttons in one row are spaced further apart, the child will say there are more buttons in the spaced-out row. The child cannot think backwards to remember the shape of clay before it was rolled, or the buttons before they were moved.

- **Classification.** Children in this stage are learning to classify; that is, to put things together that belong together. They have difficulty classifying because they lack a clear concept of how to go about it. A child may start by putting all yellow shapes together, notice that one shape is a triangle and add red and blue triangles. The pre-operational child also has difficulty dealing with two or more characteristics. If he sees a bowl of fruit and knows there are four oranges and two apples, he will insist that there are more oranges than fruit. He cannot see that oranges are also fruit.

- Hand out 3x5 cards which contain comments commonly made by pre-operational children. A provider shares the statement with the class, giving her explanation as to why a child would say such a thing. Examples:

"Don't sit on my doll, you'll hurt her!" (animism)

"I'm breaking up my cookie so I'll have more." (failure to conserve)

"He can't be a daddy; he's a policeman." (classifying, a man can't be both things)

"The marble's rolling to me 'cause it knows I'm here." (animism)

"The sidewalk's so I can run on it." (egocentrism)

"He has more milk than I do." (failure to conserve; amount is same)

"Sure, my tooth hurts. Can't you feel it?" (egocentrism)

"When mittens grow up, they'll be gloves." (animism)

"It never rains here. I didn't see any." (egocentrism)

"There's more cats than there are animals." (classification)

Learning Tasks

- In addition to conservation and classification, there are other learning tasks, seriation and time-sequencing.

- Seriation means that young children are learning to arrange things in order, from short to tall, little to big. For a child from two to seven, arranging straws of different lengths is a challenge and a hit-or-miss exercise. He will try out every straw rather than plan the arrangement.

- Young children do not understand time; therefore, sequence. It's unfair to say, "in 15 minutes," or, "I told you *tomorrow*!" A child will say, "Yes, I have an older brother. I was born first." After, before, sooner, later, are difficult concepts. Children do not automatically understand sequence. What happened before, what came next, what came last? Baking cookies with children, one needs to talk through the process and ask, "What did we do before we baked them?" Equally difficult are words that designate space, like "up, on, under, near, next to." Children should not be expected to follow directions like, "Take off your coat and put it on the hook, but before that put your boots under the table."

Additional Stages

- The third stage in intellectual development is the *concrete-operational*, and children are in this stage approximately between the ages of 7 and 11. Children at this age can conserve matter and weight. They can classify in various ways. They still need concrete materials to explore and learn with.

- It is only at the fourth *formal-operational* stage that a child can begin to reason without concrete objects. He is finally capable of abstract thought. A child from 11 on can think about thought, about government, the solar system, or scientific theories. He is not tied to thinking about what he has seen or is able to visualize in his mind.

Conditions for Learning

- One obvious conclusion about young children and learning is that they need real things. They cannot be expected to reason about things which they have neither seen nor felt. Children need to learn about the world from concrete experience. Sometimes adults forget that children need this firsthand experience.

- Display these items: A bowl of cooked spaghetti, dry spaghetti sticks, a magazine picture of spaghetti, a jumble of yarn, a jar of Italian seasoning, a piece of plastic tubing, a drawing of spaghetti, and the word "spaghetti" printed on a card. Ask providers to arrange these items from most real to least real. The word "spaghetti" comes last of course. It is least real. It bears no resemblance to spaghetti. It doesn't look like spaghetti, smell like spaghetti, or feel like spaghetti. It is an arbitrary sign for spaghetti.

Where then is the place to begin learning about spaghetti? The word? Certainly no. Children must learn that a pile of yarn can be a symbol for spaghetti. They must be able to pretend with symbols that stand for real things long before they can be expected to understand the word can stand for spaghetti. This reminds us of the tremendous importance of play. In play children use symbols and begin to understand that one thing can stand for something else. This is important preparation for reading.

- An object that is *real*, say, an orange, is the easiest thing to understand. The next level of understanding is the index level. That is, a piece of the real thing, the smell of an orange, the juice, a seed, the rind. The third level is the *symbol*. That is a picture, drawing, or clay in the shape of an orange. That last, and least real, level is the *sign*. That would be the word, orange. There is, then, a reason for all of the field trips we plan for children, to see a real cow, a real firehouse, a man baking bread, a building going up. This is the way children learn.

- **Children learn by doing.** No one, especially a young child, learns to do something just by being told. Children need to "mess around" with materials. They need practice and time to make mistakes. Give each provider a length of rope or thick yarn. Read, exactly, the directions for tying a square knot. Tell them they must listen carefully, then tie the knot. The directions will be confusing. Very few people realize what knot the directions lead to. Ask them how they felt. Was it easy? Were they frustrated? Does limiting the time help?

- A good learner must be willing to risk failure. One difference between young children and older school-age children is that while the younger ones will try anything and are unafraid of mistakes, older ones are hesitant and unwilling to make mistakes. "If I don't try, I can't fail," is what older children are saying. How can one encourage children to try, convince them that making mistakes is okay?

- **Children learn by discovery.** They take in information and form new concepts as they get more and more information. Children need to discover things for themselves. In fact, Piaget says that every time an adult points out something to a child, she robs him of the chance to discover. A child will never have as good an understanding of a concept when it is shown to him as he would have had if he had discovered it on his own. For example, a child who's counting sets of buttons, a set of two and a set of three. He may count from left to right, then from right to left. He will exclaim, "It doesn't matter what direction you add! Two plus three is the same as three plus two." This is a principle discovered by a child and, therefore, well understood by him.

- Learning, according to John Holt, is doing interesting things that matter. What does this mean? Can one provide children with interesting things to do, and interesting things that are important to them?

- Children are very interested in doing that which they choose to do. How many rocks will a three-year old throw into a pond? Often, when adults say a child has a short attention span, it's because he's doing something adults insist he do, rather than something which is his own idea.

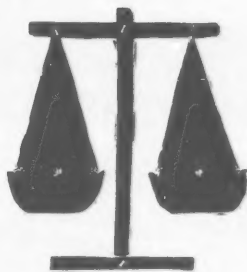
- There is a difference between rote learning and developmental learning. Rote learning is being able to say "1, 2, 3" and "A, B, C." Rote learning is being able to recite the capitals of the states, nursery rhymes and the pledge of allegiance. Many children are able to recite things from memory. Reciting does not imply understanding of a concept or developmental learning. A child may be able to say "One, two, three, four. How many? Four." This could have the same meaning for him as "Cindy, Judy, Ann, Jo. How many? Jo." Being able to count, and having a concept of number, are two different things.

- A good teacher is part of the learning process. It works very well if the adult is learning something new along with the children. Don't feel the need to be an expert to explore a subject with children; learn with them. Adult enthusiasm will increase their joy in learning.

- A child is not a miniature adult. He lacks some of the thinking abilities of adults. There is no way to teach a child to conserve, for example, or hurry him along toward this ability. Learning develops with time and experience with materials.

- Children are good learners. They are born curious. Young children are busy exploring, discovering, asking questions. It is only much later, after pressures and experiences of failure, that adults must worry about motivation.

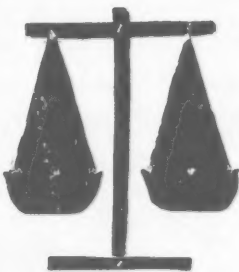
- One final way to facilitate learning: turn off the TV!



SMALL GROUP ACTIVITY

■ This "first day of school" situation is described on 3x5 cards. Give each group a card, to read and discuss.

- Two children arrive at the first day of kindergarten accompanied by their mothers. The first mother says to the teacher, "Betsy's really ready for school. She knows the alphabet, can count to 20. She can even write her name." The second mother says, "I'm so embarrassed. Pam has been unwilling to sit and practice her alphabet. She doesn't even recognize her name in print. Good luck." the mothers leave. After 15 minutes, Betsy is still crouching in the corner, thumb in mouth. Pam has moved into the block center and is organizing four children around her to build a city. Which child is really ready for school? Why?



DISCUSSION

Point to make:

- A good self-concept, a willingness to explore are a much better basis for future learning than knowledge of ABC's and 1, 2, 3's.

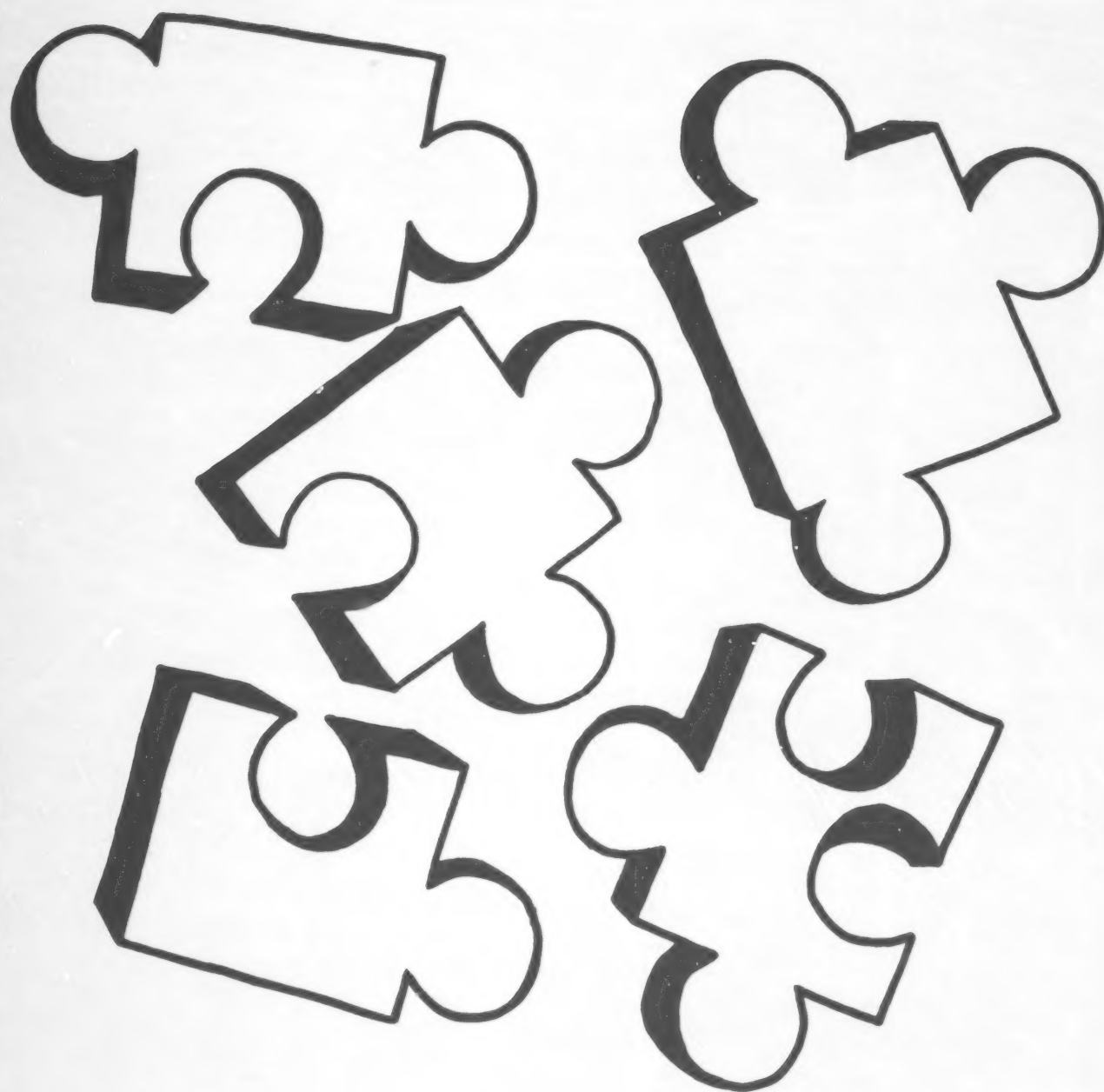
Open-Ended and Closed Questions

Handout — Session 5

Some questions cause children to think, to explore, to use language in new ways. Such questions are open-ended. Other questions are closed; they have one right answer. Closed questions are often necessary and appropriate. In general, though, adults ask too many closed questions (causing a child to feel threatened, trapped, or inadequate) and not enough open-ended questions.

Check questions which are open-ended.

- _____ How many pieces do you have?
- _____ What do you already know? (As a response to child's question such as "Where do babies come from?")
- _____ How could we find out?
- _____ What letter comes after D?
- _____ What do you think happened?
- _____ Are you in school?
- _____ Why do you think so?
- _____ What is your name?
- _____ How could we do this faster (or easier)?
- _____ What do you like about school?
- _____ How old are you?
- _____ What's the capital of South Dakota?
- _____ What do you think will happen next?



Session 10
Learning Activities

Session 10

Learning Activities

The purpose of this class is:

To show:

An assortment of learning activities and materials

So that providers will:

Explore materials and games, think of ways children might use these materials, and actually make some of the games and materials for use in the home

GROUP ACTIVITY

■ Providers move about the room and use materials at each of four centers.

1. Manipulative games
2. Art
3. Woodworking
4. Reading

The instructor has assembled games, examples of art, woodworking projects, and books. The raw materials for projects must be supplied by the providers.

Area 1 (Manipulative games)

Manipulative games:

Puzzles
(homemade and purchased)

Plastic bottles and lids
(to take apart and reassemble)

Classifying cards
(magazine pictures covered with clear Contact paper)

Objects to classify
(the contents of a catchall drawer)

Lids
(plastic, metal, all colors and sizes to classify)

Busy board
(with real locks, snaps, hooks)

Lacing cards

Beads and string

Egg cartons and buttons
(to sort and classify)

Materials for making manipulatives:

Puzzles

Magazines
Thin plywood
Glue

Classifying cards

Magazines
Cardboard
Contact paper

**Area 2
(Art)**

Sorting trays

- Egg cartons
- Buttons
- Beans

Busy board

- Used locks
- Bolts
- Nails
- Screws
- Wood
- Glue

Lacing cards

- Cardboard
- Paper punch
- Yarn

Balance scales

- Margarine tubs
- Wood
- String
- Cup hooks

Art projects on hand:

Examples of children's drawings, paintings, collage, and sculpture

Materials for art projects:

Painting

- Thick and thin paint
- Straws (blow through to scatter paint)
- Q tips (use instead of brushes)
- String (to dip in paint and drag over paper)
- Zip-loc bags (put paint in, seal bag and squeeze)
- Chalk (dip in water)

Printmaking

- Rollers
- Cookie cutters
- Vegetable cartons
- Spools
- Pieces of sponge (dip in paint and press on paper)

Collage

- Fabric
- Buttons
- Leaves
- Twigs
- Dried beans
- Magazines
- Glue
- Colored tissue paper

Stitchery

- Burlap
- Yarn
- Large plastic needles

Area 3
(Woodworking)

Examples on hand:

Geoboard

(a wood square with nails placed in a grid pattern, used with rubber bands to make geometric shapes)

Tambourine

(a stick with bottle caps nailed onto it)

Ear harp

(a board with plastic strings of different lengths)

Rhythm blocks

(covered with sandpaper)

Materials:

Plywood	Screwdriver
Wood scraps	Glue
Nails	Fishing line
Screws	Cans
Hammer	Sandpaper

Area 4
(Reading)

Books on hand:

Any collection of books related to children, child care, and learning. For example:

How Children Learn, John Holt

How Children Fail, John Holt

Work Jobs, Mary Baratta-Lorton

The Great Perpetual Learning Machine, Blake and Ernst

Summerhill, A. S. Neill

The First Three Years of Life, Burton White

Play Book, Stephen Caney

The Magic Years, Selma Fraiberg

Any collection of children's books. For example:

Chicken Book, Garth Williams

Where the Wild Things Are, Maurice Sendak

Time of Wonder, Robert McCloskey

The Amazing Bone, William Steig

Frog and Toad Are Friends, Arnold Lobel

I Met A Man, John Ciardi

The Snowy Day, Ezra Jackcats

William's Doll, Charlotte Zolotow

Goodnight Moon, Margaret Wise Brown

■ Providers choose from a selection of filmstrips which show children at play with various learning materials. *The Early Childhood Curriculum Series* by Steve Campus Productions, Inc., includes:

Blockbuilding

Woodworking

Food, A Medium for Learning

Brush Painting

Paste and Collage

Puzzles

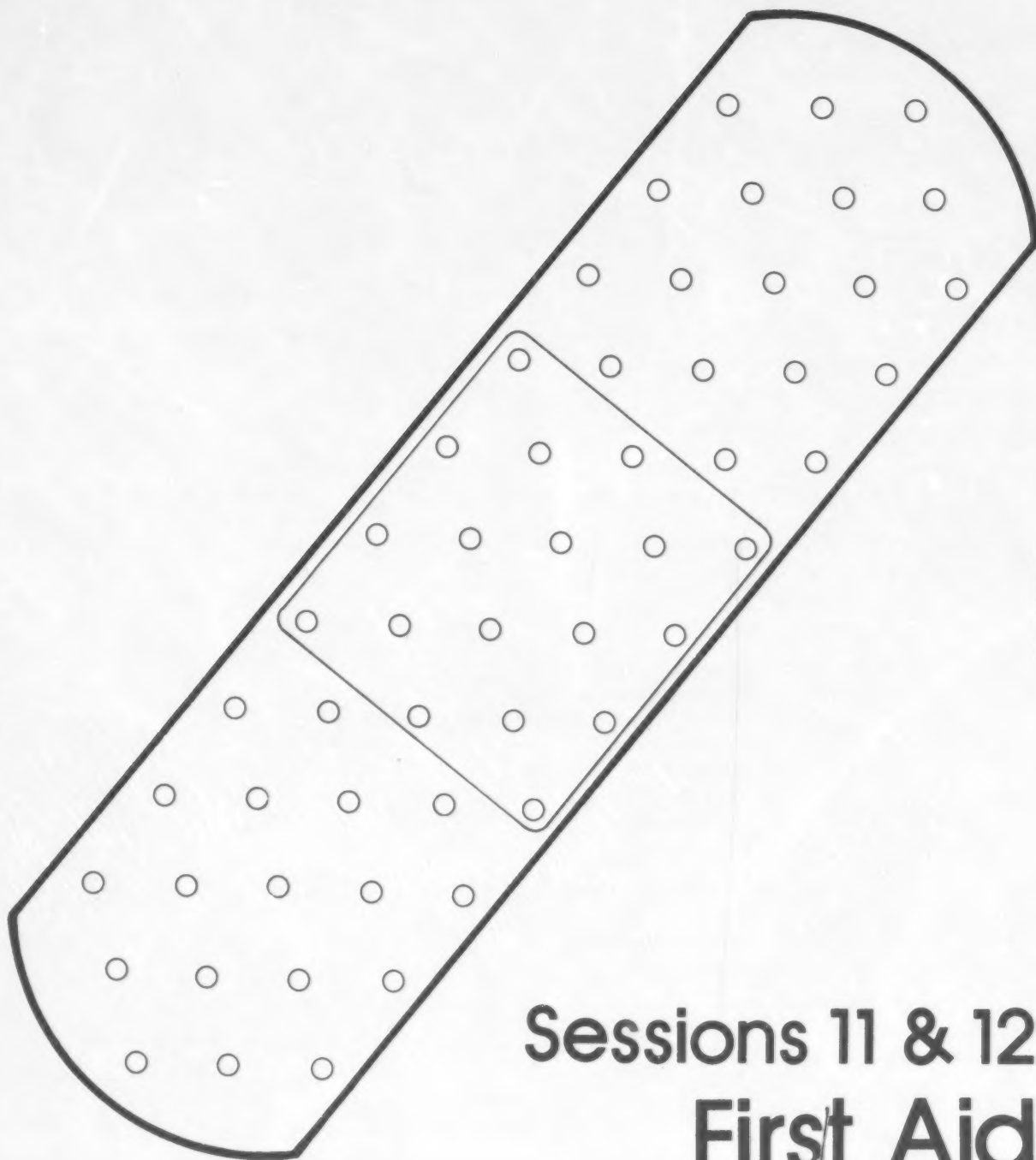
Manipulative Materials

Sand

Look at requested filmstrips and discuss as time permits.



GROUP ACTIVITY



Sessions 11 & 12 First Aid

Sessions 11 and 12

Basic First Aid

The purpose of this class is:

To teach

So that providers will:

Basic First Aid

Be able to handle medical emergencies

The content of this course is prescribed by the American Red Cross. The course consists of two parts:

Part 1. Completion of 4-book set (books are read and answered at home, answer sheets are turned in and checked by instructor)

- | | |
|-------------|---|
| Book One: | Shock
Bleeding
Breathing
Poisoning
Abuse |
| Book Two: | Broken Bones
Burns
Rescue |
| Book Three: | Head Injuries
Internal Bleeding
Heart Attack, Epilepsy and Other Illness
Infection
Snake Bite
Animal Bite
Insect Bite |
| Book Four: | Too Much Heat or Sun
Exposure to Cold
Fire
Electric Shock
Water Safety |

Part 2. Practice Sessions. Providers work in pairs, during class time, to practice each of the following:

1. Arm pressure point
2. Leg pressure point
3. Head bandage
4. Spiral arm bandage
5. Breathing (with adult and infant dummies)
6. Arm sling
7. Forearm splint
8. Leg splint
9. Blanket rescue

The regular Basic First Aid Course is taught, giving special emphasis to information regarding accidents and illness in young children.

Points to emphasize:

- Resuscitating an infant requires slightly different techniques than resuscitating an adult. First, the head should not be tilted back as far. Second, one must cover the infant's nose and mouth with one's own mouth. And third, the rhythm is different. Instead of a 5-second interval, infants require a 3-second interval. Blow, listen, breathe.
- Providers should conduct a surprise fire drill. Discussing what would happen in case of fire is not enough; children need to actually do it.
- Providers must be doubly sure about keeping poisons and cleaning agents out of reach of children.
- Providers must get information from parents about any allergies a child might have, any record of illnesses.
- The emergency permission slips for each child must be handy in case of accident.
- All emergency phone numbers should be posted on or very near the phone.
- Providers have a special and moral responsibility to report any suspected case of child abuse. Abuse may or may not result in visible physical harm. Negligence should also be reported. The phone number of the local Child Protective Services is given out, as well as information about how that system works.

Session 13
Observation

Session 13

Observations

The purpose of this class is:

To have providers make:

Their own observation visits to centers, homes, schools, or any child care setting. (using observation form, see page 81)

and

To talk about

Their visits

Their job interests and ambitions

So that providers will:

Improve their observation skills

So that providers will:

Recognize quality child care

Incorporate their interests into their daily programs

GROUP ACTIVITY



- Listen to each provider report on her visit, referring to the observation form if she wishes.

Point to make:

- These visits take place in homes, centers, playgrounds and recreation groups. One finds that quality child care is possible in home and centers. Quality child care means: a safe environment, a one-to-one relationship between child and adult, and stimulating learning environment. When people complain about homes or centers, it's custodial care they are complaining about, not the particular system.

■ Providers are asked to finish these sentences and discuss:

- If I could have any job I wanted, money, experience and education are no object, I would like to do . . .
- I define myself by
 - _____ My family
 - _____ My work
 - _____ My friends
- If I had a Saturday all to myself, I'd like to . . .

Points to make:

- Look at each job providers chose.

Is there any part of that job that they're now doing? Someone chose *chef*. Does she cook with children? Does she create her own recipes? Someone else wants to be a *gymnast*. Has she shared this interest with the children in her care? Could she find gym space once or twice a week to teach the kids what she knows?

- Day care programs should reflect the interests of children. Can they also reflect the interests of adults? Would this add anything to the program.

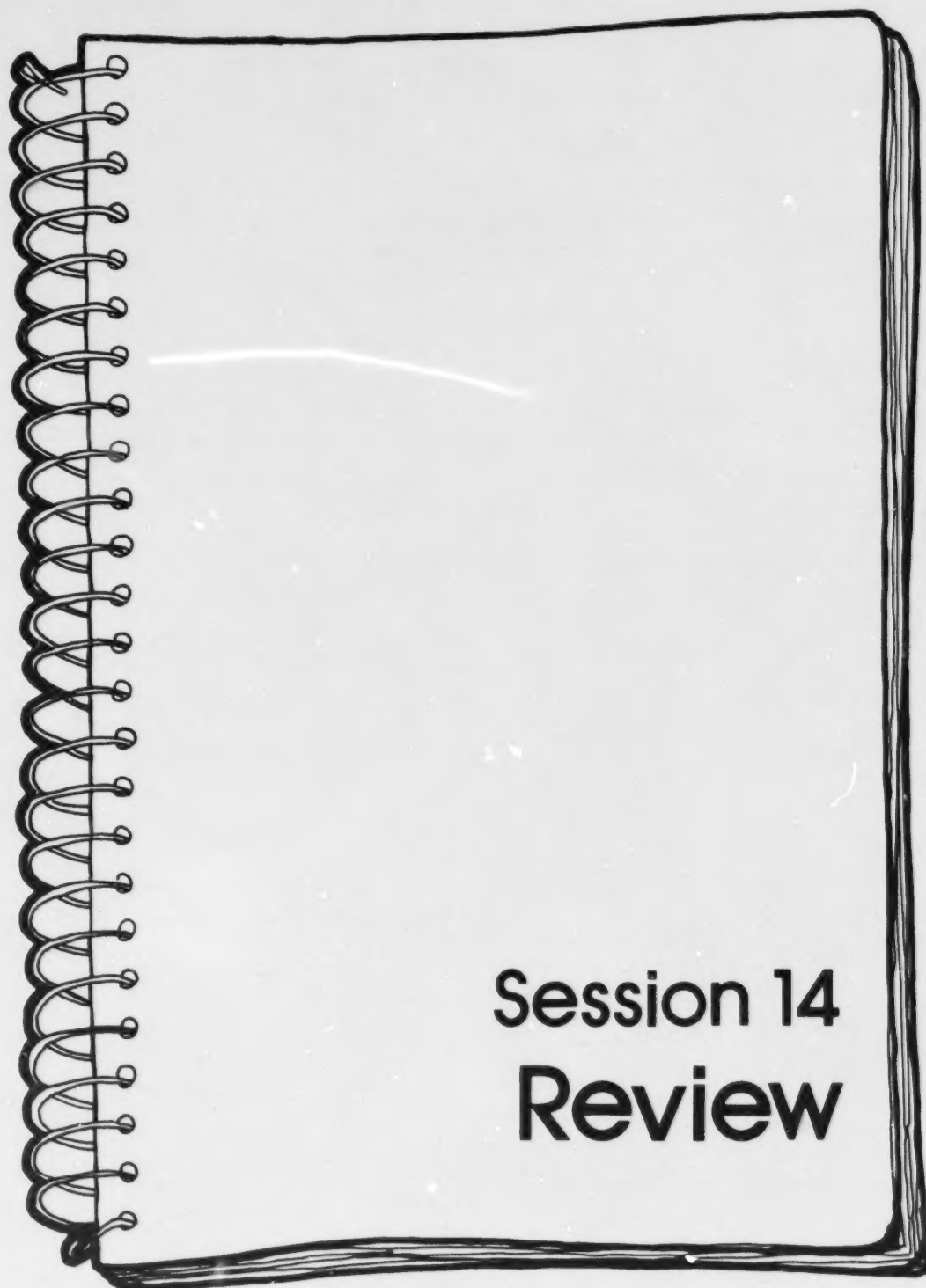
• Sometimes adults who take care of children become so tied down with responsibilities they forget to indulge their own interests. Women forget, in effect, to be themselves. A provider becomes "someone who takes care of children" and ceases to identify herself in any other way. The best caregiver is one who feels free, complete and fulfilled as a person in her own right.

OFFICE FOR CHILDREN

Family Day Care Providers Training Program

**Observation Form for Use in Looking at
Children in Any Day Care Situation**

1. In what ways is learning encouraged?
2. What incidents cause displays of anger, crying, or frustration?
3. What incidents cause children to laugh or show that they feel good?
4. How do you describe the care-giving adults?
5. Are adults listening to children? Yes ____ No ____
Describe:
6. Do children have opportunities to make choices? Yes ____ No ____
7. Do you see children solving problems? Yes ____ No ____
Describe:
8. Do children have opportunities to succeed? Yes ____ No ____
Describe:
9. Describe incidents of children involved in play, telling the age of children involved and the type of play.
10. Are children comfortable? Yes ____ No ____
Describe:
11. Are facilities adequate and safe:
Classroom _____ Equipment _____
Playground _____ Toilet _____
12. Are these materials available?
Art _____ Table toys _____
Soft cuddlies _____ Music _____
13. Can children reach the materials? Yes ____ No ____
14. Describe any incidents when parents were mentioned or involved.
15. What general impression do you have?



**Session 14
Review**

Session 14

Review

The purpose of this class is:

To review:

The content and processes
of this course

So that providers will:

Resolve and clarify issues related to family day care

SMALL GROUP EXERCISE

■ Groups are asked to answer:

- What effects does my job have on my family?
- How do my friends feel about my doing day care?

Point to make:

- It's very difficult to do good child care without support from family and friends.

This session serves as a catch-all. Any unfinished business must be wrapped up. Providers often ask to continue a discussion from a previous class. They may ask to discuss something not yet covered.

- Remind providers that by joining the local providers' association they can continue meeting in a group and organize follow-up training on their own.
- Hand out certificates of completion and Red Cross cards to providers who have finished the course.
- A professional in the child care field, a County supervisor, or a local dignitary may be invited to hand out the certificates and deliver a speech of congratulations.